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AUTHOR Jensen, R. Lynn; Nelson, David E.
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ABSTRACT

A study was undertaken to determine the degree of implementation and effectiveness of the individual plan (IP) requirement for secondary school students approved by the Utah State Board of Education. Questionnaires were administered to measure the experiences and attitudes of a stratified random sample of 850 students, 759 parents, and 672 educators. Approximately half of the students and parents reported that an IP was developed in the Board-prescribed manner involving the student, parent(s) and a school representative. Educators were generally more positive about what was being done to meet the IP requirement. Educators differed from parents and students in their perceptions of parent and student involvement in IP activities. All respondents felt an inadequate amount of time was devoted to planning activities. Approximately half of the students and parents indicated that the student selected a tentative career goal as a part of the IP process. All three groups gave the process an average or slightly above average grade. Only about half of the students felt the IP experience helped them select an educational program that met their needs. A large majority of parents perceived an IP as a good idea. A large group of educators did not feel they had the necessary skills to assist effectively in the IP process. All groups supported the goal-setting requirement. (Instruments are appended.) (YLB)

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GENERAL REPORT

IMPLEMENTATION OF THE INDIVIDUAL PLAN REQUIREMENT FOR SECONDARY SCHOOL STUDENTS IN UTAH -- ATTITUDES OF STUDENTS, PARENTS, AND EDUCATORS

Utah State Office of Education
G. Leland Burningham, Superintendent

Division of Vocational Education
Kent Worthington - Associate Superintendent
Office of Vocational Education
R. Lynn Jensen, Specialist

Division of Planning & External Relations
Richard E. Kendell - Associate Superintendent
Office of Planning & External Relations
David E. Nelson, Coordinator

By

R. Lynn Jensen and David E. Nelson

1984

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P. O. Box 357
Provo, Utah 84603

G. Leland Burningham, Executive Officer

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FOREWORD

For the past five years, the Utah State Board of Education has required that secondary schools in Utah assist every student to develop an individual student education plan. The Board, in establishing this requirement, extended to all secondary students the underlying philosophy of the Individualized Education Program (IEP) provisions of the Education for All Handicapped Children Act of 1975. The IEP requirement of this Act said in effect, that careful planning and parent input are vital to a meaningful education.

The Utah State Board's individual plan requirement has posed a substantial challenge to secondary school officials throughout the state. The State Board mandate identified only the critical elements the Board felt should be addressed. These included: 1) cooperative plan development by student, parent(s), and an educator, 2) establishment of a tentative career goal, and 3) annual review of the plan by the concerned parties. The methods for meeting these requirements were left largely to the discretion of local districts.

While an individual student plan has been experimented with on a limited basis in other states, no other state has attempted to develop a plan for all students in the state at the secondary level. As a newly-appointed chief executive officer of the State Board, I felt that a comprehensive study was needed to determine the degree of implementation and perceived effectiveness of the individual plan requirement.

The study reflects statewide data. It is comprehensive in scope, and drawn from a representative sample of students, parents and educators. The results of the study are both gratifying and troublesome. There appears to be good support by all parties for individual student planning, and most schools appear to be making some effort. Much needs to be done, however, to improve the quality of the individual planning process. I commend this study to Boards of Education, administrators at all levels, and to parents. It can serve as a very useful guide to help us improve the individual plan process for all students in the state.

G. Leland Burningham

G. Leland Burningham
State Superintendent of
Public Instruction

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I. Introduction

INTRODUCTION

Rationale

On January 21, 1978, the Utah State Board of Education approved a document entitled "High School Graduation Requirements and State Program of Studies in Secondary Schools." This document outlined new requirements for secondary schools which were to become effective no later than the graduating class of 1980.

In the Statement of Philosophy which prefaced the Graduation Requirements, the State Board of Education underscored a commitment to "the self-fulfillment of each individual." The Board also expressed a desire for greater counseling and parental involvement related to individual plans which are geared to the student's needs and interests. The State Board of Education then built upon the Individualized Education Program (IEP) provision of the Education for all Handicapped Children Act of 1975, as a means of implementing its philosophy. The IEP requirement of Public Law 94-042 said in effect, that careful planning and parent input are vital to a meaningful education. The State Board of Education looked at the phrase, "the unique needs of handicapped children" and carried it a step further to include every child who attends public school. (Initially, the requirement only applied to students in middle school/junior high or in senior high school.)1

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1 Utah's 1984 Graduation Requirements extend the individual plan requirement to the State's elementary students.

Specifically, the Utah State Board of Education (1978) requirement relative to the development of an individual plan for senior high school students stated:

> An individual education plan for the projected education program to be pursued by each student during membership in the school will be developed cooperatively by the student, designated school personnel, and parents. This plan will be guided by Items C, 1, 2 and 3 below, and individual student needs; include a tentative career goal; be viewed as a tentative plan; and be reviewed formally by the parties concerned at least annually. Attention will be given in each plan to an area of concentration (perhaps as much as four to five units) in a career cluster related to the student's career goal.

A similar requirement, with slight variations, was outlined for junior high/middle school students as follows:

> An individual education plan for the anticipated education program to be followed during each student's membership in the school will be developed cooperatively by the student, designated school personnel, and parents. This plan will be viewed as tentative and reviewed by the parties concerned at least annually. Attention will be given in each plan to the development of career exploration. Initially, a tentative recommended plan for each student may be established by the school. If so, this plan will be further refined during the junior high years along the lines indicated above.

In adopting these new secondary school requirements, the Board offered the following rational for requiring an individual plan for each secondary-aged student:

> An individual education plan for each student within the program of studies of the school is viewed as being central to the success of each student. Such a plan should be developed cooperatively by student, school personnel, and parent(s). With few exceptions, Utah's high schools enroll all the children of all the people. It is obvious, therefore, that there is within the school a wide range of individual differences related to every human trait, the maturing of which requires careful planning. Meeting the needs of each individual (as well as providing for the common good) requires an individual education plan.

> Care should be taken in this activity to see that the planning relates to identified goals (including career goals) of students and that the individual education plan is challenging to the student. Such planning should be carefully done, and viewed as tentative, and be based on adequate facts and information. This activity should also be seen as a natural and important opportunity for involving parents as well as students in real decision making.

The Utah State High School Graduation Requirements and State Program of Studies in Secondary Schools which were approved in 1978 and revised in 1980, as indicated above, required the development of an individual education plan. Inevitably, this requirement was labeled by many as the "IEP" requirement which (just as inevitably) led to confusion with the Individualized Education Program (IEP) requirement contained in Public Law 94-142, the Education for all Handicapped Children Act. When a new State Board of Education took office in January of 1983, it sought to separate the general individual plan requirement for all secondary students from the IEP requirement for handicapped students required by PL 94-142. To achieve better differentiation, the Board, in 1983, changed the general student plan requirement for secondary students as contained in the Graduation Requirements to the Student Education Plan (SEP). While the Board minutes reflect this change, source documents have not been officially changed and the terms "IEP" and "SEP" are now used interchangeably by practitioners in the field. For the purposes of this study, the researchers were more interested in the presence of certain elements of an individual planning process rather than the recognition of certain educational terminology. To avoid the confusion mentioned earlier, the terms "individual plan" and "individual planning process" were used in the research questionnaires for this study and will be

used whenever the researchers are referring to the individual education plan requirement for secondary students as contained in the Utah State Board approved State High School Graduation Requirements and State Program of Studies in Secondary Schools. The Individualized Education Program provisions of PL 94-142 will be referred to as IEP.

The individual plan requirement established by the State Board has been met with diverse reactions, both on the part of educators and parents. While a majority of school administrators have endorsed the concept, many teachers still view the individual plan process as an added burden they shouldn't have to bear. State and local parent teacher association groups have vigorously supported the individual plan requirement. The PTA has, however, encountered a range of parent reactions which either praised individual planning as a "unique way to enhance the value of public education" or ridiculed it as a "waste of time that usurps the right of parents to plan their child's future."

As indicated above, the seeds for the individual plan requirement undoubtedly grew out of the provision for an Individualized Education Program contained in Public Law 94-142, the Education for All Handicapped Children Act, which came into being in November, 1975. In effect, it said that careful planning and parent input are vital to a meaningful education. The Utah State Board of Education looked at the phrase "the unique needs of handicapped children" and carried it a step further to include every child who attends public school. While other states basically have not yet adopted the individual plan as a requirement for all students, several authors of articles in national publications have expressed the need for an IEP for every child following the enactment of PL 94-142. In the past year, several

states, including Arizona, Illinois, Indiana and Oregon, have inquired about the Utah experience with the individual plan for every student requirement. These states are experimenting with the idea and are considering such a requirement.

Statement of the Problem

To this point, little formal evaluation of the individual plan requirement has been carried out. In the summer of 1980, the Curriculum Division of the Utah State Office of Education undertook an initial evaluation of the individual plan requirement. Principals, students and parents were surveyed. Because schools were closed for the summer, the study was largely informal. The sample size was small and not representative. Only very broad, general conclusions were drawn. The teacher sample size was so small that no results were reported for that group.

In July of 1982, a new State Superintendent of Public Instruction was appointed and in January, a new State Board of Education took office. The new administration and State Board, while supportive of the individual plan requirement, expressed a desire for better data on the status of implementation of this requirement and information about how it can be more effective. Specifically, the State Superintendency desired to know the extent of implementation, how direction for needed leadership and resources could be provided, and what constitutes an adequate individual plan.

The present study was undertaken with the intent of evaluating the impact of the statewide requirement of an individual plan for every secondary student. The study endeavored to provide answers raised about the program by Utah educational leaders and educators

across the country who are looking to Utah for answers about the value of trying to develop an individual plan for every child.

Statement of Purpose

The purpose of this study was to determine the degree of implementation and effectiveness of the individual plan requirement for secondary school students in Utah by measuring the experiences and attitudes of students, parents and educators toward the program.

Research Questions

The study was designed to answer the following general research questions:

1. To what extent has the individual plan requirement been implemented in secondary schools of Utah?
2. What are the outcomes of the individual plan process as perceived by students, parents and educators?
3. What attitudes are held by students, parents and educators toward the individual plan requirement?

Specifically, the study further sought to determine:

1. What differences exist between students', parents' and educators' descriptions of the basic individual plan process?
2. What differences exist between students', parents' and educators' perceptions of time allowed and desired for conducting individual plan conferences?
3. What differences exist between students', parents' and educators' perceptions of the establishment and value of a tentative career goal for each student?

4. What differences exist between students', parents' and educators' descriptions of the overall benefits of the individual plan process?
5. What differences exist between students', parents' and educators' judgments of the effectiveness of possible elements of the individual plan process?
6. What differences exist between students', parents' and educators' judgments of the presence and importance of specific components of the individual plan process?

Delimitations

The study was delimited to an analysis of questionnaire results obtained from secondary school students, educators and parents of secondary students in the State of Utah during the 1982-83 school year. The study was delimited to analyzing the impact and status of the Utah State Board of Education requirement of an individual plan for all secondary students as mandated in the State High School Graduation Requirements and State Program of Studies in Secondary Schools. No attempt was made to study the impact or status of the Individualized Education Program (IEP) provisions of PL 94-142 on Utah's handicapped students.

Definition of Terms

Student Education Plan/Individual Education Plan. The term used to identify a Utah State Board of Education requirement contained in the State High School Graduation Requirements and State Program of Studies in Secondary Schools for the annual development of an individual education plan for every secondary-school-aged student.

Individual Plan/Individual Planning Process. The term used in this study to identify those activities which educators, students and parents participated in to meet the Utah State Board of Education requirement of an individual plan for all secondary-aged students.

Individualized Education Program (IEP). A provision of the Federal Public Law 94-142, requiring a written plan for the educational program for each handicapped pupil to be developed jointly by a qualified school official, by the child's teacher, the parents or guardian, and where feasible, the child himself.

II. Method

METHOD

An examination of relevant literature was completed. From the literature and interviews with state and district level professional educators experienced with individual plan implementation, issues were identified which were considered to be related to a comprehensive evaluation of the State Board of Education individual plan requirement.

Development of Instruments

In order to obtain data on the status of individual plan implementation and attitudes of participant groups toward this State Board requirement, it was necessary to construct questionnaires. Lynn Jensen began by meeting with State Office of Education staff members at all levels in order to formulate a set of evaluation questions for the study.

Following the refinement of a list of questions, Mr. Jensen met with Dr. David E. Nelson, Coordinator of the Evaluation and Assessment Unit in the Utah State Office of Education, to identify the major evaluation areas. Three general information objectives were identified to which specific items would be written:

1. To determine the overall level of implementation of the individual plan requirement.
2. To determine what students, parents and educators perceive are the outcomes of the individual plan process.
3. To determine what attitudes are held by students, parents and educators toward the individual plan requirement.

After the formulation of a set of major evaluation areas and evaluation questions, the authors discussed item construction. It had been determined early in the study that students, parents and educators would be surveyed. It was also felt that to the degree possible, parallel items should be developed for the three forms. The authors constructed an item pool and drafted questionnaires for the three respondent groups. Following a refinement of the forms involving several State Office staff members, the authors drafted a set of forms for pilot testing.

The draft student form was pilot tested in two school districts with over 100 respondents. The draft parent form was tested through the cooperation of State PTA officers with 35 respondents. The draft educator forms were tested with educators from around the state representing teachers, counselors and administrators, with 25 respondents. The forms were also provided to the district superintendents during a Society of Superintendents meeting and the superintendents were invited to provide input.

After pilot test results were examined, further refinements of the evaluation forms were accomplished. Three separate but largely parallel forms of the questionnaire were written in final draft form. The student and parent forms contained 26 items and three open-ended questions. The administrator/teacher/counselor form contained 23 items and three open-ended questions. The final draft of the forms and the study design were approved by the Education Data Acquisition Advisory Council (EDAAC) of the Utah State Office of Education. The three forms can be found in Appendix A.

Description of the Population and Sample

The population from which the student sample was drawn consisted of all public secondary students in the State of Utah in grades eight through twelve. Since students were asked to report on their individual planning experiences during the previous year, seventh grade students were excluded from the study because they would not have had experience with the individual plan program as sixth grade students.

The parent sample was selected from the parents of the student population. The teacher sample was selected from the population of teachers in junior and senior high schools containing the grade levels covered in the study (eighth and ninth Junior High; and tenth, eleventh and twelfth Senior High).

A sample design was constructed which was based on collecting representative, statewide information from students, parents and teachers. A stratified random sampling procedure was designed which took into account grade levels, the size of schools, and the percentage of students represented by each school-size category.

As shown in Table 1, the secondary schools of the state were divided into six categories of schools.

1. Small Junior High Schools
2. Medium Junior High Schools
3. Large Junior High Schools
4. Small High Schools
5. Medium High Schools
6. Large High Schools

There were 52 junior high schools in the state which contained both grades 8 and 9 and 96 high schools containing grades 10, 11 and 12. In order to obtain a representative sample, two teachers, four students, and four parents were sampled in small schools. Three

TABLE 1

Sample Design and Response Rates

SAMPLE DESIGN

School Categories by Size and By Level	Number of Schools/ Principals	Number of Teachers in Sample	Number of Parents in Sample	Number of Students in Sample	Percent of Student Sample	Student Population Percentage by Category
JUNIOR HIGH SCHOOLS						
Small Junior High Schools	9	18	36	36	10%	11%
Medium Junior High Schools	28	84	168	168	47%	48.8%
Large Junior High Schools	15	75	150	150	42%	40.3%
HIGH SCHOOLS						
Small High Schools	32	32	64	64	10.6%	7.6%
Medium High Schools	26	78	150	156	26%	19.6%
Large High Schools	38	190	380	380	63%	72.8%
TOTALS:	148	477	954	954		

RESPONSE RATES

	Schools/ Principals	Teachers	Parents	Students	Counselors
Total in Sample Design	148	477	954	954	132
Returned Forms	141	415	759	835	116
Respondent Return Rate	95%	87%	80%	88%	95%

teachers, six students and six parents were sampled in medium-sized schools, and five teachers, ten students and ten parents were sampled in large schools. All principals and one counselor ("familiar with the school's individual plan program") from each school were asked to respond to the educator questionnaire. (In some instances there were no counselors in the school.)

Collection of Data

The State Superintendent of Public Instruction sent a letter to all district superintendents reminding them of the study and asking them to solicit the cooperation of secondary principals. Packages of questionnaires accompanied by letters to principals explaining the purpose of the study were then sent to each secondary principal. Instructions for selecting the teacher sample (size of sample varied with the size category of the school), completion of the educator questionnaire by the principal and a counselor, and collection and return of the materials were included in the letter to the principals. (See Appendix B for a sample of the principal letters.)

Principals then selected a sample of teachers, in harmony with the instructions provided, and delivered a cover letter and questionnaire to selected teachers.

The letters to teachers also explained the purpose of the study to the teacher, and contained instructions for the teacher to select a random sample of two students and two parents to complete the student and parent questionnaires. The teacher was instructed to answer and return the questionnaire, along with the returned student and parent questionnaires, to the principal. (A sample copy of the letter to teachers can be found in Appendix C.)

Two follow-up telephone contacts were made by staff of the Utah State Office of Education with all principals who had not returned the materials by the initial due date.

The questionnaire return rates for the various respondent groups were as follows:

1. Out of 954 students, 850 returned the questionnaire for a response rate of 88 percent.
2. Out of 954 parents, 759 returned the forms for an 80 percent response rate.
3. Out of 477 teachers, 415 returned the forms for an 87 percent response rate.
4. Out of 148 principals, 141 returned the forms for a 95 percent response rate.
5. Out of 132 cunselors (sixteen of the schools did not have at least one counselor), 116 returned the forms for a 95 percent response rate.

Analysis of Data

All data for this study were keypunched and stored on magnetic tape. Data analysis was accomplished using the IBM Model 4341 computer housed at the State Office of Education. Several different kinds of descriptive and inferential statistics were used in the analysis. After initial screens to verify the overall quality of all data, descriptive statistics were computed for all groups and all variables. These included several measures of central tendency and variability, as well as frequency and percentage distributions on all items.

Differences between groups were examined by using the *t* test for independent groups for variables for which interval data was available. Differences between dichotomous variables were examined by using the *z* test for differences between independent proportions.

III. Results

RESULTS

The results of the study will be analyzed first from the student's perspective; second, from the parent's perspective; and third from educator's perspective. Finally, a comparative analysis of differences between and within groups will be made.

SECTION A - STUDENT PERSPECTIVE ON THE INDIVIDUAL PLANNING PROCESS

Description of the Basic Individual Planning Process

Table 2 contains percentage distributions from six items designed to measure the students' basic description of the individual planning process as experienced by the student the previous year. Student response to Item A indicated that 67 percent of the students had participated in an individual planning activity above and beyond regular registration procedures. Twenty-one percent reported that they did not receive help in developing an individual plan, and 12 percent of the students were not sure whether they had participated in any individual planning activities.

In response to Item B, 83 percent of the students reported that they were personally involved somewhat in the individual planning process. Forty-three percent of the students said that a counselor or teacher/teacher advisor, or both, were involved in the process. Sixty-five percent of the students reported that their parents participated in the process, while only five percent reported a principal or assistant principal participated. Six percent of the students indicated that there was no planning process at their school.

Combined results from Items A and B suggest that some individual student planning is perceived by students as part of the regular registration procedure.

TABLE 2

Basic Description of the Individual Planning Process
Student Perspective

Item A

During the past school year, in addition to simply signing up for classes, did you receive help from your school in any individual educational planning activities which assisted you and your parents in examining what courses might be appropriate for you, identifying specific courses you would be taking, and discussing or identifying a tentative career goal?	Percentage of students marking each option N = 816
Yes	67%
No	21%
Not sure	12%

Item B

Who was involved in the individual planning process? (Please check all which apply.)	Percentage of students marking each option N = 822
Myself	83%
A counselor	43%
A teacher or teacher advisor	43%
Parents	65%
A principal or assistant principal	5%
Do not have an individual planning process at our school	6%

TABLE 2
(Continued)

Item C

How did the individual planning process work? (Please check all which apply.)	Percentage of students marking each option N = 822
I met personally with a teacher or counselor	25%
I met with my parents and a teacher or a counselor.	48%
We talked about educational plans in a regular class.	26%
I met with a small group of students and a counselor or teacher as an advisor	24%
Materials were sent home by the school to discuss with my parents so we could construct a plan and send a copy to the school	28%
Other.	8%
Do not have an individual planning process at our school.	6%

Item D

How did your parents participate in your individual planning conference?	Percentage of students marking each option N = 800
My parents met with me to help design a plan, along with a teacher or a counselor.	47%
I talked about my plan with my parents but they did not acutally meet with me at the school.	33%
My parents received materials from the school but we didn't actually discuss them too much	6%
My parents were not involved in my individual planning activity at all.	9%
Do not have an individual planning process at our school.	5%

TABLE 2
(Continued)

Item E

Prior to your planning activity, did the school provide you with materials such as lists of available courses, an outline to construct your plan, career planning materials, or other similar materials?	Percentage of students marking each option N = 806
Yes.	79%
No	8%
Not sure	13%
Do not have an individual planning process at our school.	4%

Item F

Were the results of any of the tests you have taken in school discussed and used as a part of your individual planning conference?	Percentage of students marking each option N = 813
Yes.	38%
No	34%
Not sure	24%
Do not have an individual planning process at our school.	4%

An analysis of Item C indicates that the most prevalent approach to individual plan development is a meeting involving the students, parents, and a teacher or a counselor. Forty-eight percent of the students reported participation in this type of conference. Four other process approaches which may have been used in isolation, or in some combination, were approximately equally experienced by students. Approximately one-fourth of the students reported participation in one or more of these activities.

Patterns of parent participation were reported by students in Item D. Again, consistent with Item C, 47 percent reported participation with their parents and a teacher or counselor in an individual plan conference. Thirty-three percent of the students reported talking with their parents about their plans at home.

Results from Item E show 79 percent of the students reported that the school provided them with materials to help in constructing a plan. Only 38 percent of the students reported, in response to Item F, that test results were used as a part of the individual planning conference.

Time Allowed and Desired for the Individual Planning Conference

Table 3 reflects the students' perception of the amount of time allowed and desired for the individual planning conference. Results from Item A show 49 percent of the students said they spent 15 minutes or less in an individual plan conference; 50 percent said they spent more than 15 minutes in the conference. However, in Item B, 60 percent of the students said they would like to spend more than 15 minutes in the conference.

TABLE 3

Time Allowed and Desired for the Individual Planning Conference
Student Perspective

Item A

If you had a conference at the school to discuss your individual plan, how much time was allowed for the conference?	Percentage of students marking each option N = 757
5 minutes	9%
10 minutes	16%
15 minutes	24%
15 - 30 minutes	22%
30 - 45 minutes	12%
45 - 60 minutes	6%
Do not have an individual planning process at our school	10%

Item B

How long would you have liked to have spent in working through your individual education plan?	Percentage of students marking each option N = 788
5 minutes	7%
10 minutes	10%
15 minutes	20%
15 - 30 minutes	33%
30 - 45 minutes	16%
45 - 60 minutes	11%

Establishment of a Tentative Career Goal

One of the State Board Requirements related to the individual plan is the establishment of a tentative career goal. In Item A of Table 4, 51 percent of student respondents reported that they had selected and recorded at their school a tentative career goal. Of those who had not selected a tentative career goal, only eight percent indicated on Item B that they or their parents did not believe they were ready to set such a goal. Twenty-five percent said they did not have enough information to select a career goal. Item C - "Do you believe that the identification of a tentative career goal is useful for someone at your grade level?" - received strong agreement from respondents with 83 percent saying "yes" while ten percent were not sure.

Overall Benefits of the Individual Plan Process

Table 5 contains several items concerning the overall benefits of the individual plan process as perceived by the students. Only 51 percent of the students felt that individual planning helped them select an educational program which met their needs, as can be seen in Item A. However, 83 percent reported in Item B that they were actually able to register for all or most of the classes identified in their individual plan. Item C indicates that 68 percent of the students felt that the individual planning experience helped them become more aware of course offerings and requirements for post-secondary options.

Fifty-one percent of the students rated their school's individual plan program an "effective" or "extremely effective" while

TABLE 4

Establishment of a Tentative Career Goal
Student Perspective

Item A

As part of your individual planning process, have you selected a tentative career goal which is on record at your school?	Percentage of students marking each option N = 807
Yes	51%
No	22%
Not sure	23%
Do not have an individual planning process at our school	4%

Item B

If you have not selected a tentative career goal, why not?	Percentage of students marking each option N = 399
The subject never came up	25%
My parents and I don't believe I am ready to select a tentative career goal	8%
There was not enough information to do this	17%
Other (Please comment):_____	51%

Item C

Do you believe that the identification of a tentative career goal is useful for someone at your grade level?	Percentage of students marking each option N = 816
Yes	83%
No	7%
Not sure	10%

TABLE 5

Overall Benefits of the Individual Plan Process
Student Perspective

Item A

Did the individual educational planning you participated in help you select an educational program which met your needs?	Percentage of students marking each option N = 809
Yes	51%
No	22%
Not sure	21%
Do not have an individual planning process at our school	5%

Item B

To what extent were you able to actually register for the courses and activities you selected as part of your planning process?	Percentage of students marking each option N = 788
I got almost all of the courses I identified in the individual planning process	43%
I got most of the courses I identified	40%
I got very few of the courses I identified	11%
Do not have an individual planning process at our school	6%

TABLE 5
(Continued)

Item C

Did your individual planning experience assist you in becoming more aware of the courses available at your school and what courses you would need to take to prepare for later education or a vocation?	Percentage of students marking each option N = 810
Yes	68%
No	12%
Not sure	15%
Do not have an individual planning process at our school	5%

Item D

Overall, how would you rate the effectiveness of the individual education planning program in your school?	Percentage of students marking each option N = 803
Extremely effective; it was very helpful to me	13%
Effective, rather helpful	38%
Moderately effective	30%
Not really effective; of little help	12%
Totally ineffective	2%
Do not have an individual planning process at our school	6%

14 percent rated the program as "not really effective" or "totally ineffective."

Judged Effectiveness of Possible Elements of the Individual Plan Process

Table 6 reflects student judgment of the effectiveness of possible approaches to developing individual plans. Students rated a student/parent/teacher or counselor meeting or a student/teacher or counselor meeting as the most helpful. Item mean scores of 3.3 and 3.4, close to the "somewhat helpful" point, on a scale of 1-4, were obtained for these two items respectively. "Talking about plans in a regular class" or "meeting with a teacher or counselor in a small group" were rated somewhat lower and "having material sent home" was viewed as least effective with a mean score of 2.3, which is close to the "not too helpful" point on the scale.

Judged Presence and Importance of Specific Components of the Individual Plan Process

Table 7 shows that when asked to judge presence and importance of specific components of the individual plan process, at least 66 percent of the students felt that the following five elements were present:

1. identifying a tentative career goal
2. reviewing graduation requirements
3. examining the school's course offerings
4. preparing a list of specific classes to be taken
5. discussing student career and vocational interests.

Only 27 percent identified a discussion of social/personal adjustment as a part of the individual plan process.

TABLE 6

Judged Effectiveness of Possible Elements of the Individual Plan Process
Student Perspective

Average n = 803

Element	Item Mean[a]	Percentage of Students Marking Each Scale Point			
		Not Helpful at All (1)	Not Too Helpful (2)	Somewhat Helpful (3)	Very Helpful (4)
Students meeting personally with a teacher or a counselor	3.4	1%	7%	46%	45%
Students and Parents meeting with a teacher or a counselor	3.4	3%	9%	34%	54%
Talking about educational plans in a regular class	2.8	7%	30%	43%	21%
Students meeting in small groups with a counselor or teacher as an advisor	2.7	9%	29%	45%	17%
Having materials sent home by the school to discuss with parents so that a plan may be constructed and a copy sent to the school	2.8	11%	27%	34%	28%

a = Based on the scale at the right.

TABLE 7

Judged Presence and Importance of Specific Components of the Individual Plan Process

Student Perspective

Average n = 692

AREA	Percentage Indicating Areas Were Part of Their Individual Plan Process	Average Rated Importance of Areas	Percentage of Students Marking Each Scale Point				
			Extremely Important (5)	Very Important (4)	Moderately Important (3)	Slightly Important (2)	Of No Importance (1)
Identifying a tentative career goal	71%	4.0	37%	37%	20%	5%	1%
Review graduation requirements	66%	4.4	56%	30%	9%	4%	1%
Examining the School's course offerings	72%	4.1	33%	45%	19%	3%	1%
Reviewing student academic test information and academic progress to date	47%	3.7	23%	39%	27%	9%	2%
Deciding on a basic high school program (college preparatory, business, vocational, etc.)	46%	3.8	31%	36%	21%	10%	2%
Preparing a list of specific classes to be taken	68%	4.0	32%	41%	20%	6%	1%
Discussing college entrance requirements or beginning job requirements	43%	4.0	41%	33%	16%	7%	3%
Identifying extracurricular activities available at the school	46%	3.4	15%	31%	37%	14%	3%
Discussing community resources which could be used to further the student's education (e.g., "on-the-job" vocational training, college courses for secondary students, etc.)	28%	3.5	18%	32%	32%	14%	4%
Discussing social/personal adjustment	27%	3.2	14%	28%	32%	20%	6%
Discussing student interests (career and vocational)	66%	4.1	43%	34%	16%	5%	2%

Students rated "reviewing graduation requirements" as the most important component of the individual plan process. This item received an average rating of 4.4, which was midway between the "very important" and "extremely important" point on a scale of 1-5. All of the other four components above received an average rating of 4.0 or better. The only other area to be rated this high was the item "discussing college entrance requirements or beginning job requirements." "Discussing social/personal adjustment" was the lowest rated component, receiving an average rating of 3.2.

Student Descriptions of Their High School Program

Students were asked how they would describe their high school program. Table 8 shows the results for students in grades 8, 9 and 10 and for students in grades 11 and 12. Forty-one percent of the eleventh and tewlfth grade students said they were in a general high school program. Thirty-two percent said they were in a college preparatory program and 17 percent said they were in a business or vocational program. As would be expected, a much larger percentage or 36 percent of eighth, ninth and tenth grade students, were not sure what type of a high school program they would pursue.

SECTION B - PARENT PERSPECTIVE ON THE INDIVIDUAL PLAN PROCESS

Description of the Basic Individual Planning Process

Table 9 contains percentage distribution from six items designed to measure the parent's basic description of the individual planning process as experienced by the parent during the previous year. Parent response to Item A showed that 61 percent of the parents had participated in an individual planning activity above and beyond regular

TABLE 8

Student Description of Their High School Program

How would you describe your high school program?	Percentage of Students Marking each Option	
	Grades 8,9,10 N = 508	Grades 11,12 N = 305
College Preparatory	25%	32%
Vocational.	5%	12%
Business.	5%	5%
General	29%	41%
Not Sure.	36%	9%

TABLE 9

Description of the Basic Individual Plan Process
Parent Perspective

Item A

During the past school year, in addition to simply signing up for classes, did you participate in any individual educational planning activities in which your student received help from the school in examining what courses might be appropriate, identifying specific courses he or she would be taking, and discussing or identifying a tentative career goal?	Percentage of parents marking each option N = 733
Yes	61%
No	35%
Not sure	4%

Item B

Who was involved in the individual planning process? (Please check all which apply.)	Percentage of parents marking each option N = 736
Myself	64%
A counselor	35%
A teacher or teacher advisor	42%
Student	68%
A principal or assistant principal	4%
Do not have an individual planning process at our school	13%

TABLE 9
(Continued)

Item C

How did the individual planning procedure work? (Please check all which apply.)	Percentage of parents marking each option N = 736
My student met personally with a teacher or counselor	29%
There was a meeting in which my student and I met with a counselor or teacher to discuss my student's educational plan.	48%
We did not meet individually with a counselor or teacher, but an individual plan was discussed in a small group by a teacher or a counselor.	9%
Planning materials were provided by a teacher or a counselor to take home and discuss with parents.	31%
The school mailed materials to our home to help with an individual plan and we returned these to the school after completing a plan.	6%
Other, please describe: _____	7%
Do not have an individual planning process at our school.	14%

Item D

How did you participate in your student's individual planning conference?	Percentage of parents marking each option N = 708
I met with my student to help design a plan, along with a teacher or a counselor.	53%
I talked about a plan with my student but we did not actually meet with a counselor or teacher at the school.	24%
I received materials from the school, but we didn't actually discuss them much.	3%
I was not involved in my student's planning activity at all.	8%
Do not have an individual planning process at our school.	12%

TABLE 9
(Continued)

Item E

Prior to your planning activity, did the school provide you with materials such as lists of available courses, an outline to construct your plan, or similar materials?	Percentage of parents marking each option N = 714
Yes	55%
No	26%
Not sure	9%
Do not have an individual planning process at our school	10%

Item F

Were the results of any of the tests your student has taken in school discussed and used as a part of the individual education planning conference?	Percentage of parents marking each option N = 720
Yes	38%
No	34%
Not sure	18%
Do not have an individual planning process at our school	9%

registration procedures. Thirty-five percent said they did not participate in any individual planning activities and four percent were not sure.

In response to Item B, 68 percent of the parents said their students were involved in the individual planning process and 64 percent of the parents said they were personally involved. The educational representative involved in the process was nearly evenly divided between either a counselor or a teacher. Administrative staff were seldom involved.

An analysis of Item C indicates that parents perceived being involved in individual plan development primarily in a conference involving their student and a school representative. Forty-eight percent reported being involved in this way while 29 percent indicated they met with a teacher or a counselor without the student present. Thirty-one percent of the parents said the school sent materials home which were to be returned after the student and parent developed a plan.

Fifty-five percent of the parents reported that the school provided them with materials to help them construct a plan. Only 38 percent of the parents said that school-administered test results were used as a part of the individual planning conference.

Time Allowed and Desired for the Individual Planning Conference

Table 10 reflects the parent's perception of the amount of time allowed and desired for the individual planning conference. As indicated in Item A, 43 percent of the parents said they spent 15 minutes or less in an individual plan conference; 30 percent said they

TABLE 10

Time Allowed and Desired for the Individual Planning Conference
Parent Perspective

Item A

If you had a conference at the school to discuss your student's individual plan, how much time was allowed for the conference?	Percentage of parents marking each option N = 625
5 minutes	5%
10 minutes	14%
15 minutes	24%
15 - 30 minutes	22%
30 - 45 minutes	5%
45 - 60 minutes	3%
Do not have an individual planning process at our school	26%

Item B

How long would you have liked to have spent in working through your student's individual education plan?	Percentage of parents marking each option N = 639
5 minutes	2%
10 minutes	7%
15 minutes	23%
15 - 30 minutes	40%
30 - 45 minutes	16%
45 - 60 minutes	11%

spent more than 15 minutes in the conference. However, 67 percent of the parents said they would like to spend more than 15 minutes in the conference.

Establishment of a Tentative Career Goal

Table 11 displays parent response to several items related to the requirement that students set tentative career goals as a part of individual plan development. Fifty-six percent of the parents indicated that their students had selected a tentative career goal as a part of the individual planning process. However, 79 percent of the parents said they believe that the identification of a tentative career goal is useful for someone at their students' grade levels. Of those parents whose students had not selected a tentative career goal, 33 percent said they didn't believe the student was ready to select a goal, while 49 percent said either the subject never came up or there was not enough information for the student to make a choice.

Overall Benefits of the Individual Plan Process

Table 12 contains several items concerning the overall benefits of the individual plan process as perceived by parents. Only 45 percent of the parents felt that individual planning helped their students select an educational program which met their needs. Seventy-three percent of the parents reported that their students were actually able to register for all or most of the classes identified in their individual plans. Fifty-nine percent of the parents felt that the individual planning experience made them and their students more aware of course offerings and requirements for post-secondary options. Only 46 percent of the parents rated their individual planning ex-

TABLE 11

Establishment of a Tentative Career Goal
Parent Perspective

Item A

As part of your individual planning process, has your student selected a tentative career goal which is on record at your school?	Percentage of parents marking each option N = 723
Yes.	56%
No	19%
Not sure	18%
Do not have an individual planning process at our school.	8%

Item B

If your student has not selected a tentative career goal, why not?	Percentage of parents marking each option N = 338
The subject never came up.	28%
We don't believe our student is ready to select a tenative career goal	33%
There was not enough information to do this.	19%
Other (please comment)_____	21%

Item C

Do you believe that the identification of a tentative career goal is useful for someone at your student's grade level?	Percentage of parents marking each option N = 729
Yes.	79%
No	10%
Not sure	11%

TABLE 12

Overall Benefits of the Individual Plan Process
Parent Perspective

Item A

Did the individual education planning your student participated in help him or her select an educational program which met his or her needs?	Percentage of parents marking each option N = 720
Yes.	45%
No	19%
Not sure	23%
Do not have an individual planning process at our school.	13%

Item B

To what extent was your student able to actually register for the courses and activities selected as part of the planning process?	Percentage of parents marking each option N = 682
My student got almost all of the courses identified in the individual planning process. . . .	36%
My student got most of the courses identified. . . .	37%
My student got very few of the courses identified. .	10%
Do not have an individual planning process at our school.	17%

Item C

Did your individual planning experience assist you and your student in becoming more aware of the courses available at your school and what courses he or she would need to take to prepare for later education or a vocation?	Percentage of parents marking each option N = 718
Yes.	59%
No	15%
Not sure	12%
Do not have an individual planning process at our school.	14%

TABLE 12
(Continued)

Item D

Overall, how would you rate the effectiveness of the individual education planning program in your school?	Percentage of parents marking each option N = 713
Extremely effective; it was very helpful to my student.	12%
Effective, rather helpful.	34%
Moderately effective	28%
Not really effective; of little help	9%
Totally ineffective.	7%
Do not have an individual planning process at our school.	9%

Item E

Do you believe requiring an individual student plan for all students is a good idea?	Percentage of parents marking each option N = 728
Yes.	74%
No	11%
Not sure	14%

perience as effective or extremely effective; however, 74 percent said they believe that the individual plan requirement for all students is a good idea.

Judged Effectiveness of Possible Elements of the Individual Plan Process

Table 13 reflects parent judgments of the effectiveness of possible approaches to developing individual plans. Parents rated a student and parent meeting with a teacher or counselor as the most helpful approach. Other activities, including talking about plans in a regular class, small group discussions, and sending materials home received moderately high ratings with item mean scores ranging from 2.9 to 3.1 on a scale of 1-4.

Judged Presence and Importance of Specific Components of the Individual Plan Process

As reflected in Table 14, parents indicated that virtually each of the eleven elements of an individual plan process was very or extremely important. Average mean scores for the 11 areas ranged from 3.5 to 4.6 on a scale of 1-5. These scores approach the "very important" and "extremely important" points on the scale. Reviewing graduation requirements and discussing requirements for college entrance or job requirements were rated by parents as the most important elements of the individual plan process. However, eight of the elements were judged by less than 60 percent of the parents as having been covered in the planning process. Only identifying a tentative career goal, reviewing graduation requirements and examining the schools' course offerings were a part of the process in the opinion of more than 60 percent of the parents. The greatest gap between the

TABLE 13

Judged Effectiveness of Possible Elements of the Individual Plan Process
Parent Perspective

Average n = 705

Element	Item Mean [a]	Percentage of Parents Marking each Scale Point			
		Not Helpful at all (1)	Not Too Helpful (2)	Somewhat Helpful (3)	Very Helpful (4)
Students meeting personally with a teacher or a counselor	3.49	2%	6%	32%	60%
Students and Parents meeting with a teacher or a counselor	3.62	2%	6%	21%	72%
Talking about educational plans in a regular class	2.95	6%	24%	40%	30%
Students meeting in small groups with a counselor or teacher as an advisor	2.90	7%	24%	42%	28%
Having materials sent home by the school to discuss with parents so that a plan may be constructed and a copy sent to the school	3.08	8%	18%	35%	40%

a = Based on the scale at the right

TABLE 14

Judged Presence and Importance of Specific Components of the Individual Plan Process
Parent Perspective

Average n = 644

AREA	% Indicating Areas Were Part of Their Individual Plan Process	Average Rated Importance of Areas	Percentage of Parents Marking Each Scale Point				
			Extremely Important (5)	Very Important (4)	Moderately Important (3)	Slightly Important (2)	Of No Importance (1)
Identifying a tentative career goal	64%	4.0	35%	38%	21%	4%	1%
Reviewing graduation requirements	64%	4.6	69%	24%	6%	1%	1%
Examining the school's course offerings	62%	4.3	51%	36%	11%	1%	1%
Reviewing student academic test information and academic progress to date	51%	4.2	46%	37%	12%	4%	1%
Deciding on a basic high school program (college preparatory, business, vocational, etc.)	50%	4.3	47%	35%	14%	3%	1%
Preparing a list of specific classes to be taken	58%	4.3	50%	37%	11%	2%	1%
Discussing college entrance requirements or beginning job requirements	42%	4.4	57%	30%	11%	2%	1%
Identifying extracurricular activities available at the school	41%	3.5	19%	34%	34%	9%	4%
Discussing community resources which could be used to further the student's education (e.g., "on the job" vocational training, college courses for secondary students, etc.)	26%	3.9	30%	38%	24%	6%	2%
Discussing social/personal adjustment	27%	3.8	29%	38%	24%	7%	3%
Discussing student interests (career and vocational)	53%	4.2	44%	40%	13%	3%	1%

presence and judged importance of an element reflected in parent responses was "discussing college entrance requirements and beginning job requirements."

SECTION C - EDUCATOR PERSPECTIVE ON THE INDIVIDUAL PLANNING PROCESS

Description of the Basic Individual Planning Process

Table 15 contains percentage distributions of six items designed to measure the student's basic description of the individual planning process as provided in the school the previous year. Educator response to Item A indicates that 95 percent of the educators indicated that their school participated in individual planning activities above and beyond regular registration procedures. Ninety-four percent of the educators said that students were involved in the process and 88 percent said that parents were involved.

An analysis of Item C indicated that educators utilized a parent/student/educator conference as the primary strategy for meeting the individual plan requirement. Fifty-five percent of the educators also reported that students were provided with material to take home to discuss with parents. When asked how parents participated in the individual plan process in Item D, 84 percent of the educators said that parents met with their student and a teacher or counselor. Eighty-seven percent of the educators reported that the school provided students and parents with materials to help them construct a plan. Seventy-six percent of the educators said that school-administered test results were used as a part of the individual planning conference.

Time Allowed and Desired for the Individual Planning Process

Table 16 reflects educator perception of the amount of time

TABLE 15

Description of the Basic Individual Student Plan Process
Educator Perspective

Item A

During the past school year, in addition to simple registration activities, did your school participate in any individual educational planning activities which assisted your students in examining what courses might be appropriate for them, identifying specific courses they would be taking, and discussing or identifying a tentative career goal?	Percentage of educators marking each option N = 666
Yes	95%
No	2%
Not sure	3%

Item B

Who was involved in the individual planning process? (Please check all which apply.)	Percentage of educators marking each option N = 675
Students	94%
Counselors	80%
A teacher or teacher advisor	79%
Parents	88%
A principal or assistant principal	38%
Do not have an individual planning process at our school	2%

TABLE 15
(Continued)

Item C

How did the individual planning procedure work? Please check all which apply.)	Percentage of educators marking each option N = 674
Students met individually with a teacher or a counselor	46%
There was a meeting in which parents and students met with a counselor or teacher to discuss an individual education plan.	78%
Students did not meet individually with a counselor or teacher, but an individual plan was discussed in a small group or class by a teacher or a counselor.	18%
Students were provided with planning materials by a teacher or a counselor to take home and discuss with parents.	55%
The school mailed materials to their home to help students with an individual plan, and they returned these to the school after completing a plan.	7%
Other, please describe_____	5%
Do not have an individual planning process at our school.	2%

Item D

How did parents participate in your student individual planning program?	Percentage of educators marking each option N = 665
Parents met with students to help design a plan, along with a teacher or a counselor.	84%
Students talked about plans with parents, but parents did not meet with staff at the school	12%
Parents received materials from the school but did not have any additional involvement.	2%
Parents were not involved in the individual planning activity.	1%
Do not have an individual planning process at our school.	1%

TABLE 15
(Continued)

Item E

Prior to your planning activity, did the school provide students and parents with materials such as lists of available courses, an outline to construct a plan, or other similar materials?	Percentage of educators marking each option N = 662
Yes	87%
No	5%
Not sure	6%
Do not have an individual planning process at our school	1%

Item F

Are the results of any of the tests students have taken in school discussed and used as a part of your individual education planning conference?	Percentage of educators marking each option N = 669
Yes	76%
No	12%
Not sure	11%
Do not have an individual planning process at our school	1%

Item G

Which tests are used in this process? (Mark all which apply.)	Percentage of educators marking each option N = 674
Standardized achievement tests	66%
Ability tests (GATB, DAT, etc.)	36%
Interest tests	35%
Competency tests	43%
Other:_____	5%

TABLE 16

Time Allowed and Desired for the Individual Planning Conference
Educator Perspective

Item A

If you had a conference at the school to discuss individual student plans, how much time was allowed for the conference for each student?	Percentage of educators marking each option N = 639
5 minutes	4%
10 minutes	14%
15 minutes	33%
15 - 30 minutes	33%
30 - 45 minutes	7%
45 - 60 minutes	3%
Do not have an individual planning process at our school	5%

Item B

How long would you have liked to have spent in working through student individual education plans for each student?	Percentage of educators marking each option N = 635
5 minutes	2%
10 minutes	11%
15 minutes	29%
15 - 30 minutes	41%
30 - 45 minutes	10%
45 - 60 minutes	6%

allowed and desired for the individual planning conference. As indicated in Item A, 51 percent of the educators said they spent 15 minutes or less in an individual plan conference; 48 percent said they spent more than 15 minutes in the conference. However, 57 percent of the educators said they would like to spend more than 15 minutes in the conference.

Establishment of a Tentative Career Goal

Eighty-six percent of the educators indicated that students selected a tentative career goal which is on record at the school. Eighty-eight percent of the educators said they believe it is useful for students to identify a tentative career goal at or before the tenth grade. Sixty-five percent feel a tentative career goal is appropriate before or at the ninth grade level.

Overall Benefits of the Individual Plan Process

Fifty-five percent of the educators rated the individual planning program at their school as either "effective" or "extremely effective" as can be seen in Item A of Table 18.

Judged Effectiveness of Possible Elements of the Individual Plan Process

Table 19 reflects educator judgment of the effectiveness of possible approaches to developing individual plans. Educators rated a student and parent meeting with a teacher or counselor as the most helpful approach. Sending materials home to be discussed with parents was viewed by educators as the least effective approach to development of an individual plan.

Judged Presence and Importance of Specific Components of the Individual Plan Process

As reflected in Table 20, educators indicated that most of the

TABLE 17

Establishment of a Tentative Career Goal
Educator Perspective

Item A

As part of your individual planning process, do students select a tentative career goal which is on record at the school?	Percentage of educators marking each option N = 668
Yes	86%
No	5%
Not sure	8%
Do not have an individual planning process at our school	1%

Item B

At what grade level do you believe that the identification of a tentative career goal is useful? (Mark earliest grade level appropriate.)	Percentage of educators marking each option N = 668
8th grade	31%
9th grade	34%
10th grade	23%
11th grade	7%
12th grade	2%
Not sure	3%

TABLE 18

Overall Benefits of the Individual Plan Process
Educator Perspective

Item A

Overall, how would you rate the effectiveness of the individual education planning program in your school?	Percentage of educators marking each option N = 667
Extremely effective; it was very helpful to the students.	16%
Effective, rather helpful.	39%
Moderately effective	34%
Not really effective, of little help	10%
Totally ineffective.	3%
Do not have an individual planning process at our school.	1%

TABLE 19

Judged Effectiveness of Possible Elements of the Individual Plan Process
Educator Perspective

Average n = 663

Element	Item Mean[a]	Percentage of Educators Marking Each Scale Point			
		Not Helpful at All (1)	Not Too Helpful (2)	Somewhat Helpful (3)	Very Helpful (4)
Students meeting personally with a teacher or a counselor	3.6	1%	5%	23%	66%
Students and Parents meeting with a teacher or a counselor	3.7	1%	4%	18%	77%
Talking about educational plans in a regular class	2.8	6%	28%	45%	21%
Students meeting in small groups with a counselor or teacher as an advisor	2.9	5%	20%	49%	25%
Having materials sent home by the school to discuss with parents so that a plan may be constructed, and a copy sent to the school	2.6	12%	35%	34%	20%

a = Based on the scale at the right

TABLE 20

Judged Presence and Importance of Specific Components of the Individual Plan Process
Educator Perspective

Average n = 624

AREA	Percentage Indicating Areas Were Part of Their Individual Plan Process	Average Rated Importance of Areas	Percentage of Educators Marking Each Scale Point				
			Extremely Important (5)	Very Important (4)	Moderately Important (3)	Slightly Important (2)	Of No Importance (1)
Identifying a tentative career goal	87%	3.9	26%	43%	27%	4%	0%
Reviewing graduation requirements	87%	4.6	66%	25%	7%	1%	1%
Examining the school's course offerings	89%	4.5	55%	37%	7%	1%	0%
Reviewing student academic test information and academic progress to date	73%	4.1	37%	44%	16%	3%	0%
Deciding on a basic high school program (college preparatory, business, vocational, etc.)	71%	4.1	35%	44%	17%	4%	0%
Preparing a list of specific classes to be taken	79%	4.2	41%	44%	13%	2%	0%
Discussing college entrance requirements or beginning job requirements	60%	4.1	35%	41%	17%	5%	1%
Identifying extra-curricular activities available at the school	48%	3.1	8%	23%	42%	23%	4%
Discussing community resources which could be used to further the student's education (e.g., "on-the-job" vocational training, college courses for secondary students, etc.)	43%	3.6	15%	39%	35%	10%	1%
Discussing social/personal adjustment	43%	3.6	18%	38%	31%	11%	1%
Discussing student interests (career and vocational)	81%	4.2	38%	44%	16%	2%	0%

11 elements of an individual plan process were very or extremely important. With the exception of "identifying extra-curricular activities available at the school," each of the other areas received mean scores ranging from 3.6 to 4.6 on a scale of 1-5. These ratings are close to the "very important" and "extremely important" points on the scale. Educators rated "reviewing graduation requirements" and "examining the schools' course offerings" as the most important elements of the individual plan process. However, four of the elements were judged by 60 percent or less of the educators as having been covered in the planning process. As was the case with parents, the greatest gap between the presence and judged importance of an element reflected in educator response was "discussing college entrance requirements or beginning job requirements."

Judged Competence and Training and Resources Needed for Educators to Effectively Assist in the Individual Planning Process

Item A of Table 21 indicates that 40 percent of the educators do not feel that they possess all or most of the skills necessary to assist students in developing an individual plan. From Item B, it can be seen that one-third or more of the educators felt they needed one or more of the following:

1. more structure and guidelines
2. additional school time dedicated to the planning process
3. better student information such as test scores

Judged Effectiveness of the Individual Plan Process on Certain Education Related Areas

Educators indicated that the individual planning process had the greatest impact on: 1) helping students make better-informed decisions about course selection, 2) improving parent-school relations,

TABLE 21

Judged Competence and Training Resources Needed for Educators to Effectively Assist in the Individual Planning Process

Item A

Do you feel you presently possess the necessary training and skills to assist students and parents in developing an individual education plan for each student?	Percentage of educators marking each option N = 671
All necessary skills	19%
Most necessary skills	41%
Some necessary skills	32%
Few necessary skills	8%
None	0%

Item B

What additional training or resources do you need to play an effective role in helping students with the individual planning process? (Mark all which apply.)	Percentage of educators marking each option N = 673
None	12%
Specific formats and guidelines for the planning process	41%
Training in counseling and interviewing techniques	31%
Additional school time dedicated to this procedure	44%
Better student information (such as a wide range of test scores)	35%
Better understanding of the purpose of the individual plan	27%
Other: _____	6%

TABLE 22

Judged Effectiveness of the Individual Plan Process on Certain Education Related Areas
Educator Perspective

Average n = 656

AREA	Average rated effect[a]	Percentage of Educators Marking Each Scale Point				
		Extremely Effective (5)	Very Effective (4)	Moderately Effective (3)	Slightly Effective (2)	Not Effective (1)
Improving parent-school relations	3.6	17%	38%	33%	8%	3%
Improving student-teacher understanding and rapport	3.2	8%	29%	43%	15%	4%
Enhancing student motivation	3.0	4%	26%	45%	19%	6%
Diagnosing student strengths and weaknesses	3.3	10%	31%	40%	16%	4%
Preparing students for college or a vocation	3.3	8%	32%	42%	15%	3%
Changing the school curriculum to become more responsive to student needs	2.9	7%	20%	38%	24%	12%
Helping students make better informed decisions about course selection	3.7	17%	42%	31%	8%	1%
Alerting teachers to individual student differences and meeting individual needs	3.1	9%	27%	39%	16%	8%
Enhancing the work of counselors	3.4	16%	31%	34%	14%	6%
Promoting better educational use of community resources	2.7	5%	18%	37%	27%	13%

a = Average rated effect based on scale at the right.

and 3) enhancing the work of the counselor. Educators felt that it had the least impact on: 1) promoting better educational use of community resources, and 2) changing the school curriculum to become more responsive to student needs.

SECTION D - COMPARATIVE ANALYSIS OF GROUP DIFFERENCES

Basic Description of the Basic Individual Planning Process

Table 23 contains percentage distributions on three items designed to measure students', parents' and educators' basic descriptions of the individual planning process as experienced the previous year. As can be seen on Item A, 95 percent of the educators report that an individual planning activity above and beyond regular registration procedures was provided at the school, while only 67 percent of the students and 61 percent of the parents reported participating in such an activity. Item B reveals that a relatively high percentage of students and educators, 79 and 87 percent respectively, is aware of the school providing materials prior to the planning activity, while only 55 percent of the parents reports receiving any pre-planning materials. An analysis of Item C reveals that only 38 percent of the students and parents recalled test results being used and discussed in the individual planning conference, while 76 percent of the educators said this was done.

From Table 24, it can be seen that educators report a much higher level of involvement of all of the participant groups than is reported by either students or parents. Educators also report in Table 25 a much higher level of conferences involving students/parents/teachers in individual planning. Forty-eight percent of the students and parents said they participated in this type of a con-

TABLE 23

Basic Description of the Individual Planning Process
Comparison of Group Perceptions of School-provided Activities

ITEM	Percent Marking "Yes"		
	Students Average n = 822	Parents Average n = 736	Educators Average n = 674
Did the school provide any individual educational planning activities in which students received help in examining what courses might be appropriate, identifying specific courses to be taken, and discussing or identifying a tentative career goal?	67%	61%	95%
Did the school provide materials such as lists of available courses, an outline to construct a plan, career planning materials, or other similar materials, prior to the planning activity?	79%	55%	87%
Were the results of any of the school-administered tests discussed and used as a part of the individual planning process?	38%	38%	76%

TABLE 24

Basic Description of the Individual Planning Process
Group Responses to Participant Involvement

Who was involved in the individual planning process? (Please check all which apply.)	Percentage Marking Each Option		
	Students N = 822	Parents N = 736	Educators N = 675
Student	83%	64%	94%
A counselor	43%	35%	80%
A teacher or teacher advisor	43%	42%	79%
Parent(s)	65%	68%	88%
A principal or assistant principal	5%	4%	38%
Do not have an individual planning process at our school	6%	13%	2%

TABLE 25

Basic Description of the Individual Plan Process
Comparison of Group Responses to Planning Approaches Provided

How did the individual planning process work? (Please check all which apply.)	Percentage Marking Each Option		
	Students N = 822	Parents N = 736	Educators N = 674
Student met personally with a teacher or counselor	25%	29%	46%
Student met with parents and a teacher or a counselor	48%	48%	78%
Educational plans were talked about in a regular class	26%	9%	18%
Class counselor or teacher met with a small group of students	24%	31%	55%
Materials were sent home by the school to discuss with my parents so a plan could be constructed and a copy sent to the school	28%	6%	7%
Other	8%	7%	5%
Do not have an individual planning process at our school.	6%	14%	2%

ference, while 78 percent of the educators said this approach to individual planning was provided by the school.

Time Allowed and Desired for the Individual Planning Conference

Table 26 reflects for each of the participant groups the time allowed and desired for the individual planning conference. All groups reflect a desire to spend more time in the planning conference than has been allowed in the past.

Establishment of a Tentative Career Goal

From Table 27 it can be seen that 86 percent of the educators said that students select a tentative career goal as a part of the individual planning process, while only 51 percent of the students and 56 percent of the parents said the students selected a tentative career goal which is on record at the school. A high percentage of both students and parents endorses the value of setting a tentative career goal. Eighty-three percent of the students and 79 percent of the parents believe this is a useful activity. These results are consistent with results reported on page 35, indicating that 88 percent of the educators said they believe it is useful for students to identify a tentative career goal at or before the tenth grade.

Overall Benefits of the Individual Plan Process

When asked to rate the overall effectiveness of the individual plan process, educators were generally more positive than students or parents about the helpfulness of the individual planning program. However, the effectiveness ratings of all groups, as reflected in Table 28, seems to reflect a recognition of the limitations of the present program.

TABLE 26

Comparison of Group Perceptions for Time Allowed and Desired for the Individual Planning Conference

Amount of Time	1. Percentage marking each option for the time allowed for the individual planning conference			2. Percentage marking each option for the time desired for the individual planning conference		
	Students N = 757	Parents N = 625	Educators N = 639	Students N = 788	Parents N = 639	Educators N = 635
5 minutes	9%	5%	4%	7%	2%	2%
10 minutes	16%	14%	14%	10%	7%	11%
15 minutes	24%	24%	33%	20%	23%	29%
15 - 30 minutes	22%	22%	33%	33%	40%	41%
30 - 45 minutes	12%	5%	7%	16%	16%	10%
45 - 60 minutes	6%	3%	3%	11%	11%	6%
Do not have an individual planning process at our school	10%	26%	5%			

TABLE 27

Establishment of a Tentative Career Goal
Group Comparisons

ITEM	Percent Marking "Yes"		
	Students N = 807	Parents N = 723	Educators N = 668
A. As part of the individual planning process, did the student select a tentative career goal which is on record at the school?	51%	56%	86%
B. Do you believe the identification of a tentative career goal is useful at the student's grade level?	83%	79%	--

TABLE 28

Overall Benefits of the Individual Plan Process
Group Comparisons of Effectiveness Ratings

Overall, how would you rate the effectiveness of the individual planning program in your school?	Percentage Marking Each Option		
	Students N = 803	Parents N = 713	Educators N = 667
Extremely effective; it was very helpful to me	13%	12%	16%
Effective, rather helpful	38%	34%	39%
Moderately effective	30%	28%	34%
Not really effective; of little help	12%	9%	10%
Totally ineffective	2%	7%	3%
Do not have an individual planning process at our school	6%	9%	1%

From Table 29 it can be seen that 68 percent of the students and 59 percent of the parents said that students were more aware of course availability and post-secondary requirements as a result of the individual plan program. However, response to Item B reveals that only 51 percent of the students and 45 percent of the parents said that the planning process helped the student to select a program which met the student's needs.

Judged Effectiveness of Possible Elements of the Individual Plan Process

Students, parents, and educators all rated a student and parent meeting with a teacher or counselor as the most effective part of the individual plan process. These results can be viewed in Table 30.

Judged Presence and Importance of Specific Components of the Individual Plan Process

From an analysis of Table 31 it can be seen that all groups reflected a substantial difference in the judged "presence" and "importance" of discussing college entrance requirements or beginning job requirements in the individual plan conference. All groups indicated a much higher percentage who think this is extremely or very important than the percentage who thought it was a part of the individual plan process. The greatest difference is reflected in parents' ratings.

All groups rated "reviewing graduation requirements" as the most important component of the individual plan process. All groups also agreed that the least important components of the process were "identifying extra-curricular activities available at the school" and "discussing social/personal adjustment."

Analysis of Open-Ended Comments

Tables 32, 33 and 34 represent analyses of the open-ended items

TABLE 29

Overall Benefits of the Individual Plan Process
Group Comparisons of Selected Items

ITEM	Percentage Marking "Yes"	
	Students N = 809	Parents N = 718
A. Did your individual planning experience assist you in becoming more aware of the courses available at your school and what courses you would need to take to prepare for later education, or for a vocation?	68%	59%
B. Did the individual planning you participated in helping you select an educational program which met your needs?	51%	45%

TABLE 30

Judged Effectiveness of Possible Elements of the Individual Plan Process
Group Comparisons

ELEMENT	Average rated effectiveness of elements[a]		
	Students Average n = 803	Parents Average n = 705	Educators Average n = 663
Students meeting personally with a teacher or counselor	3.4	3.5	3.6
Students and parents meeting with a teacher or counselor	3.4	3.6	3.7
Talking about educational plans in a regular class	2.8	2.9	2.8
Students meeting in small groups with a counselor or teacher as an advisor	2.7	2.9	2.9
Having materials sent home by the school to discuss with parents so that a plan may be constructed and a copy sent to the school	2.8	3.1	2.6

a = Based on a 1-4 scale with 1 = "not helpful at all, and 4 = "very helpful."

TABLE 31

Rating of Students, Parents and Educators Pertaining to the Presence and Importance of Specific Components of the Individual Plan Process

Average n = Students 692, Parents 644, Educators 624

AREA	Percentage indicating areas were part of their individual plan process			Average rated importance of areas[a]			Percentage marking each area as either "Extremely" or "Very" Important		
	Students	Parents	Educators	Students	Parents	Educators	Students	Parents	Educators
Identifying a tentative career goal	71%	64%	87%	4.0	4.0	3.9	74%	73%	69%
Reviewing graduation requirements	66%	64%	87%	4.4	4.6	4.6	86%	93%	91%
Examining the school's course offerings	72%	62%	89%	4.1	4.3	4.5	78%	87%	92%
Reviewing student academic test information and academic progress to date	47%	51%	73%	3.7	4.2	4.1	62%	83%	81%
Deciding on a basic high school program (college, preparatory, business, vocational, etc.)	46%	50%	71%	3.8	4.3	4.1	67%	82%	79%
Preparing a list of specific classes to be taken	67%	58%	79%	4.0	4.3	4.2	73%	87%	85%
Discussing college entrance requirements of beginning job requirements	43%	42%	60%	4.0	4.4	4.1	74%	87%	76%
Identifying extra-curricular activities available at the school	46%	41%	48%	3.4	3.5	3.1	46%	53%	31%
Discussing community resources which could be used to further the students' education (e.g., "on-the-job" vocational training, college courses, etc.	28%	26%	43%	3.5	3.9	3.6	50%	68%	54%
Discussing social/personal adjustment	27%	27%	43%	3.2	3.8	3.6	42%	67%	56%
Discussing student interests (career and vocational)	66%	53%	81%	4.1	4.2	4.2	77%	84%	82%

a = Based on a 1-5 Scale with 1 = "of no importance," 5 = "extremely important."

TABLE 32

Analysis of Open-ended Comments
"How has the individual planning process at your school helped students?"

Student Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	Helps student select proper courses to prepare them for either college or chosen careers.	194	23%
2	Yes, it has helped.	166	20%
3	Helped me find my interests and areas that would fit me -- helped me set and plan for a career goal.	147	18%
4	Hasn't helped much, or no help.	134	16%
5	Keeps students up to date and aware of graduation requirements.	34	4%
6	Setting goals at an early age.	17	2%
7	Not aware of the program.	16	2%
8	Program not available or not in effect yet.	16	1%
9	Lets me take classes I want.	12	1%
10	Gives students an added awareness and sense of purpose for education.	10	1%

TABLE 32
(Continued)

Analysis of Open-Ended Comments
"How has the individual planning process at your school helped students?"

Parent Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	It hasn't helped, or hasn't helped much, or don't know how it helped.	132	20%
2	Helped him/her think of future more.	102	15%
3	Helped with class selection.	81	12%
4	Presented highlights of graduation requirements.	55	8%
5	No program available.	49	7%
6	Helped in considering tentative career goal.	41	6%
7	Yes, it helped.	38	6%
8	Helped complete graduation requirements.	19	3%
9	Student developed college-bound schedule.	17	3%
10	Made them more aware of career interests and how to achieve.	17	3%

TABLE 32
(Continued)

Analysis of Open-ended comments
"How has the individual planning process at your school helped students?"

Educator Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	It has made the students more aware of planning their future goals according to their interests and abilities.	155	18%
2	Students selected courses to match career goals and meet graduation requirements.	152	18%
3	Has not helped, or don't know how it has helped.	64	8%
4	Made parents more aware of students' goals and progress, and of the school's curricula, policies and activities.	63	8%
5	Made students aware of the need to set goals for the future.	42	5%
6	Students see more value to schooling and its relationship to a career.	23	3%
7	Students receive more help in setting goals and making education and career-related decisions.	22	3%
8	Need to involve parents.	20	2%
9	Some students do not use the plan effectively.	16	2%
10	Parents and teachers are more aware of students' goals and more realistically aid students in achieving them.	16	2%

TABLE 33

Analysis of Open-ended Comments
"What problems does the planning process in your school have, if any?"

Student Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	None or don't know.	238	32%
2	Not enough time devoted to the process.	81	11%
3	Need more information; does not go into enough detail.	62	8%
4	Unaware of the program, or it is boring.	35	5%
5	The program should focus more on special interests and problems of the individual student.	27	4%
6	Students lack interest.	26	4%
7	Parents should be more involved	22	3%
8	Interests and aptitude test results should be reviewed.	21	3%
9	Ratio of students to counselors and teachers is too great for this purpose.	19	3%
10	Necessary classes are not available.	13	2%

TABLE 33
(Continued)

Analysis of Open-ended Comments
"What problems does the planning process in your school have, if any?"

Parent Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	None or don't know.	127	23%
2	Lack of assistance and attention; need one-to-one discussion time.	67	12%
3	Need an in-depth involvement with parents at least once each year	65	12%
4	There is a limited number of classes and alternatives; necessary classes fill up too fast.	39	7%
5	Lack of time; too limited in scope.	39	7%
6	Unaware of program.	21	4%
7	Junior High is too early for a career choice.	15	3%
8	Boring to students - they didn't want to become involved.	12	2%
9	Need a variety of classes - academic, college prep, arts, vocational.	11	2%
10	Better communication is needed between school, parent, and child.	11	2%

TABLE 33
(Continued)

Analysis of Open-ended Comments
"What problems does the planning process in your school have, if any?"

Educator Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	Lack of time with individual students and to prepare for the conference.	143	17%
2	Need parents to be more concerned; many parents do not become involved, despite opportunities to do so.	93	11%
3	Teachers need more training in career and educational advisement.	82	9%
4	None	42	5%
5	Lack of administrative commitment and organization of the program.	37	4%
6	Teacher hesitation to "do counselor's job."	35	4%
7	Some students are not interested in the program.	32	4%
8	Time is being taken from the regular curriculum.	22	3%
9	Difficult to find a time when student and parent can meet with the teacher.	22	3%
10	The advisors do not know the student personally.	16	2%

TABLE 34

Analysis of Open-ended Comments
"What is your idea of an ideal individual education planning process for your school?"

Student Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	One where parents, counselors and students are meeting together to plan (at least once each year).	144	17%
2	Okay as is, or don't know.	123	14%
3	Identify and discuss advantages and disadvantages of tentative careers--skills, requirements, interests, etc.	76	9%
4	Select a career goal and plan a schedule of related and required classes.	41	5%
5	One that puts the individual first and takes care of his/her own personal needs.	28	3%
6	More planning for career or college.	25	3%
7	More meetings with the counselor to work out a program.	25	3%
8	A small group of students and teachers or counselors meeting together.	24	3%
9	Need individualized programs, not small groups.	21	2%
10	Have people from different careers come and talk to students.	15	2%

TABLE 34
(Continued)

Analysis of Open-ended Comments
"What is your idea of an ideal individual education planning process for your school?"

Parent Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	Need in-depth process with parents, student, counselor once or twice each year.	129	21%
2	Okay as is, or don't know.	102	17%
3	More discussion of student's abilities, interests, values, and the requirements for various careers.	63	10%
4	Not enough time with someone who is qualified to assist with the planning process.	48	8%
5	Provide more information to parents and involve parents more in the planning process.	36	6%
6	More planning for career or college.	20	3%
7	Counselors should assist with course selection and class schedules should be approved by the counselor and parents.	16%	3%
8	Junior high is too early for career selection.	10	2%
9	A good foundation of basic education.	8	1%
10	More class planning from 9th grade on.	8	1%

TABLE 34
(Continued)

Analysis of Open-ended Comments
"What is your idea of an ideal individual education planning process for your school?"

Educator Perspective

Rank of Comment	Comment	Number of Times Mentioned	Percentage of Total Comments
1	Individual meetings with students/ parent/school representative to plan and determine classes.	168	26%
2	Okay as is, or don't know.	82	13%
3	Need more time to do an adequate job with this program.	42	6%
4	Need trained counselors to handle this program.	37	6%
5	Need a high-quality interest, aptitude and values assessment, and interpret the results to students.	26	4%
6	Need parents involved.	17	3%
7	One that exposes students to a broad spectrum of career choices.	15	2%
8	More individual planning, evaluating, and counseling provided to each student.	11	2%
9	Hold a career day.	10	2%
10	Have a home-room advisory program.	10	2%

which were included in the study. Table 32 lists comments of students, parents and educators who answered the question, "How has the individual planning process at your school helped students?" The concerns were presented in order of the number of times they were mentioned by the total sample of each respondent group. This number is also expressed as a percentage of the total number of comments made in respect to the question.

Major themes which emerge from the students' comments center on identifying interests and career goals, and better course selection related to career or educational goals. Twenty percent of the student respondents simply said, "Yes, it has helped" while 16 percent said, "It was no help, or didn't help much."

Major themes reflected in parents' comments center around helping students think of the future more and helping with class selection. Six percent of the parent respondents simply said, "Yes, it helped" while twenty percent said it hadn't helped or they didn't know how it had helped.

Major themes expressed by educators emphasized students had become more aware of planning future goals in relation to interests and abilities, and were selecting courses required for graduation and to match career goals. Educators also emphasized that the program had made parents more aware of student involvement and progress in school. Eight percent of the educator respondents said individual planning was of no help or they didn't know how it had helped.

Table 33 lists comments of students, parents and educators who answered the question, "What problems does the planning process in your school have, if any?" Major themes which emerge from the

students' comments center on the lack of time devoted to the process and the need for more information and detail. Nearly one-third of the students said the planning process has no problems, or they don't know of any problems, while five percent said they were unaware of the program. Parents' concerns about the planning process center around lack of time and one-to-one assistance and attention. Parents also cite the limited number of classes and alternatives as a problem. Twenty-three percent of the parent respondents are not aware of any problems, while four percent are unaware of the program.

Major themes expressed in educators' comments focused on the lack of time with individual students and to prepare for the conference, a need for more parental concern, and more training for teachers in career and educational advisement. Five percent of the educator respondents said there were no problems with the planning process.

Table 34 lists comments of students, parents and educators who answered the question, "What is your idea of an ideal individual education planning process in your school?" Major themes which emerge from student comments include the need for student, parent and educator planning together at least once each year, and the desire to identify advantages and disadvantages of various careers, including how they relate to interests and skills. Career goal setting and planning a schedule of related and required classes were also endorsed by students. Fourteen percent of the students who responded to the question said the individual planning process is all right as it is.

Parents' comments were very similar to those of students. Parents emphasized the need for an in-depth planning process with students, parents and educators at least once each year. Parents also

expressed a desire for more discussion of students' abilities and interests, more information for parents, and more time with a qualified educator. Seventeen percent of the parent respondents said they were satisfied with the present planning process.

Educators emphasized adequate time, trained counselor use of high quality interest, aptitude and values assessment and individual meetings with students, parents and educators as key ingredients in an ideal individual education planning process. Thirteen percent of the educator respondents said the present program is okay, or they don't know what would be better.

IV. Summary and Recommendations

SUMMARY AND RECOMMENDATIONS

This report has provided information concerning the degree of implementation and effectiveness of the individual plan requirement for secondary school students in Utah. Measured experiences and attitudes of students, parents and educators have been reported.

Three separate but largely parallel forms of a questionnaire were administered to a stratified random sample of 850 students, 759 parents and 672 educators.

The following is a brief summary of results and the major conclusions relative to the three general research questions:

To what extent has the individual plan requirement been implemented in secondary schools of Utah?

1. Approximately two-thirds of both the students and parents in the sampling reported they participated in an individual planning activity above and beyond regular registration procedures. Approximately one-half of both students and parents reported an individual plan was developed in the Board-prescribed manner involving the student, the parent(s) and a representative of the school.
2. Educators are generally more positive about what is being done to meet the individual plan requirement than are students and parents. Ninety-five percent of the educators reported that the school provided students and parents with individual planning activities above and beyond regular registration procedures.

It should be noted, however, that educators are reporting on what was offered while students and parents are reporting on their personal involvement.

3. There is a substantial difference in the level of involvement of students and parents in individual plan activities as perceived by educators and the level at which students and parents report being involved in these activities. There are also some substantial differences in the perception of what happened in the planning conference. As an example, 38 percent of both students and parents were aware of test results being used in the planning process, while 76 percent of the educators reported using test results.
4. There are several evidences that some of the individual planning efforts are not being adequately communicated to parents. As an example, a relatively high percentage of students and educators, 79 and 87 percent respectively, were aware of the school providing planning materials prior to the planning activity while only 55 percent of the parents report receiving any pre-planning materials.
5. All of the respondent groups feel that a major deficiency of the individual planning process is an inadequate amount of time being devoted to planning activities. All groups reflect a desire to spend more time on the individual planning conferences than has been allowed in the past. This desire is most strongly expressed by parents.
6. Only 50 percent of eleventh and twelfth grade students can identify their high school program as having a college preparatory, vocational or business emphasis. The other 50 percent describe their high school program as "general" or "not sure."

What are the outcomes of the individual plan process as perceived by students, parents and educators?

1. Fifty-one percent of the students and 56 percent of the parents indicate that the student selected a tentative career goal as a part of the individual plan process.
2. Educators believe that the individual planning process has had the greatest impact on helping students make better informed decisions about course selection, improving parent school relations, and enhancing the work of counselors.
3. All three groups give the individual planning process an average or slightly above average grade. About 50 percent of all groups feel the process was "effective" or "extremely effective." However, almost as high a percentage felt it was only moderately effective or of little help. Few felt that it was totally ineffective. All groups seem to reflect a recognition of the limitations of the present program.
4. Only about half of the students felt that the individual planning experience helped them to select an educational program which met their needs. However, 68 percent said it made them more aware of the courses available at the school and what courses they would need to take to prepare for later education or for a vocation. Parents were somewhat less positive about the benefits of the individual planning process.
5. When asked to rate the importance of specific components of the individual plan process, there was high agreement that the most important components were:

- . reviewing graduation requirements
- . examining the school's course offerings
- . discussing college entrance requirements or beginning job requirements
- . preparing a list of specific classes to be taken

6. According to students, the components which had received the most attention in the individual planning process were:
   - . examining the school's course offerings
   - . identifying a tentative career goal
   - . preparing a list of specific classes to be taken
   - . reviewing graduation requirements
   - . discussing student interest (career and vocational)
7. The greatest discrepancy between students' and parents' ratings of the importance and presence of specific components was "discussing college entrance requirements and beginning job requirements." Approximately 80 percent said this was either "extremely" or "very important" while only about 40 percent said a discussion of this component was a part of the individual plan process.
8. All groups agree that the least important components were:
   - . identifying extra-curricular activities available at the school
   - . discussing social/personal adjustment

What attitudes are held by students, parents and educators toward the individual plan requirement?

1. A large majority, 74 percent, of parents indicates that they believe requiring an individual plan for all students is a good idea. Only 11 percent does not think it is a good idea and 14 percent is not sure.

2. A large group of educators, particularly teachers, do not feel that they have the necessary skills to effectively assist in the individual planning process. Fifty-six percent of teachers say they have none, few, or only some of the necessary training and skills to assist students and parents in developing an individual education plan.

3. Almost half of the teachers indicate that they need specific formats and guidelines, training in counseling and interviewing techniques, better student information, and more school time dedicated to the planning process in order to do a more effective job in this program.

4. Students, parents and educators all viewed the student/educator/parent conference as the most effective approach to individual plan development. Sending materials home with students was viewed by students and teachers as the least effective approach.

5. There is surprising support from both students and parents for setting a tentative career goal. Depending on the grade level of the student, this is viewed as a worthwhile activity by 80-90 percent of both students and parents.

6. Educator support for the "goal setting" requirement is also very high. About 90 percent said they believe it is useful for students to do this at or before the tenth grade.

RECOMMENDATIONS

1. Additional time must be devoted to the individual planning process if appreciable improvement is to be made in the program. It is recommended that districts utilize some of the extended teacher time provided by the career ladder funds to provide adequate time for individual planning conferences.
2. Districts and schools need to make a greater effort to communicate to parents information about the individual planning process. It is clear that many parents do not understand the individual planning requirement and their responsibilities related to it. In many instances, parents are unaware of the planning efforts of the school.
3. If educators are to meet students' and parents' expectations, more attention must be given in the individual planning process to discussing college entrance requirements or beginning job requirements. Reviewing high school graduation requirements, deciding on a basic high school program (college preparatory, vocational, business, etc.) and preparing a list of classes to be taken are also viewed by parents as essential parts of the planning process.
4. More assistance must be given to the 50 percent of high school students who describe their high school program as "general" or "not sure." In the years ahead, such students will neither be prepared for further training, nor to go to work. Career exploration classes, experiences in career resource centers, and individual and group guidance should be provided for these students.

5. The results of the study indicate that many districts have not provided adequate training for teachers and counselors to be effective in assisting students and parents in developing an individual plan. Teachers assigned to developing individual plans need training in guidance and interviewing techniques and a better understanding of the purposes of the individual plan requirement.

6. Teachers are particularly insecure with their role in the individual planning process. It is recommended that more structure, planning formats, and guidelines be provided for those teachers who are involved in the individual planning process.

7. More emphasis must be placed on the student/parent/educator conference as a primary strategy in the individual planning process. The State Board requires this type of conference, and all three respondent groups are highly supportive of this approach, yet only about 50 percent of the student and parent sample report that they had participated in this kind of conference.

8. Students must receive more preparation and assistance to select "tentative career goals." Parents, students, and educators all indicate "surprisingly" strong support for this aspect of the individual planning requirement. Study results indicate, however, that student goals are often not based on occupational information, self awareness, and a knowledge of the decision-making process.

9. The administration and interpretation of interest, aptitude, and achievement measures need to be integrated into the individual planning process. Both students and parents are requesting more emphasis on better student information. Where test-related student

information is presently being used, educators need to do a better job of orienting parents and students to the tests and their relationship to the individual planning process.

10. Throughout the study, student and parent perceptions of the individual planning process are substantially different from the perceptions of educators. Schools need to identify and correct individual planning process deficiencies and do a better job of communicating information about individual planning to students and parents.
11. Schools need to make a greater effort to modify course offerings in response to student needs and interests. Individual planning will be most effective when course offerings and scheduling become responsive to student needs.

APPENDIX A

UTAH STATE OFFICE OF EDUCATION

UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION

UTAH STATE BOARD OF EDUCATION

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	Joan Burnside	Ross B. Denham
	A. Glenn Christensen	John P. Redd
		Karl Shisler

Dr. G. Leland Burningham
State Superintendent of Public Instruction

October 28, 1982

Dear Student:

The Utah State Board of Education is committed to an educational system which meets the needs of each student. The Board feels that schools should try to develop the full potential of each individual. In an effort to encourage more attention to individual student needs, the Board adopted more flexible graduation requirements in 1977. In addition, the Board required that every student in grades 7 through 12 be given the opportunity to select a tentative career goal and develop an Individual Plan.

At this time, the State Board and the Office of the State Superintendent would like to learn more about the impact of the Individual Plan requirement. Through a process of random selection, your name was selected to respond to this questionnaire. It is important that you answer the questions as completely as you can. Your answers will not reflect on any individual school or district. Please describe your own experiences with and attitudes about the individual planning process at your school. Your answers will help to improve this program in future years.

The questionnaire will only require about ten minutes of your time to complete. Your willingness to participate in this important study is greatly appreciated.

Sincerely,

G. Leland Burningham

G. Leland Burningham
State Superintendent
of Public Instruction

/cdj

100

250 East 500 South • Salt Lake City, Utah 84111 • Telephone: (801) 533-5431

PLANNING FOR INDIVIDUAL STUDENT PROGRAMS
Student Form

This form contains several questions which ask about your experiences in working through an individual planning process in your school designed to identify courses you might take, a tentative career goal, and possibly other matters related to your education. These would be activities beyond simple registration procedures. In most cases you can complete this form by simply making a check mark in the appropriate space. Your answers are important to help educators improve the individual planning process for all students

(1) During the past school year, in addition to simply signing up for classes, did you receive help from your school in any individual educational planning activities which assisted you and your parents in examining what courses might be appropriate for you, identifying specific courses you would be taking, and discussing or identifying a tentative career goal?

_____ A. Yes
_____ B. No
_____ C. Not sure

(2) Who was involved in the individual planning process? (Please check all which apply.)

_____ A. Myself
_____ B. A counselor
_____ C. A teacher or teacher advisor
_____ D. Parent(s)
_____ E. A principal or assistant principal
_____ F. Do not have an individual planning process at our school.

(3) How did the individual planning procedure work? (Please check all which apply.)

_____ A. I met personally with a teacher or a counselor.
_____ B. I met with my parents and a teacher or a counselor.
_____ C. We talked about educational plans in a regular class.
_____ D. I met with a small group of students and a counselor or teacher as an advisor.
_____ E. Materials were sent home by the school to discuss with my parents so that we could construct a plan and send a copy to the school.
_____ F. Other (please describe): _____

_____

_____ G. Do not have an individual planning process at our school.

(4) How did your parents participate in your individual planning conference?

_____ A. My parents met with me to help design a plan along with a teacher or a counselor.
_____ B. I talked about my plan with my parents but they did not actually meet with me at the school.
_____ C. My parents received materials from the school, but we didn't actually discuss them too much.
_____ D. My parents were not involved in my individual planning activity at all.
_____ E. Do not have an individual planning process at our school.

(5) If you had a conference at the school to discuss your individual plan, how much time was allowed for the conference?

_____ A. 5 minutes
_____ B. 10 minutes
_____ C. 15 minutes
_____ D. 15 - 30 minutes
_____ E. 30 - 45 minutes
_____ F. 45 - 60 minutes
_____ G. Do not have an individual planning process at our school.

(6) How long would you have liked to have spent in working through your individual education plan?

_____ A. 5 minutes
_____ B. 10 minutes
_____ C. 15 minutes
_____ D. 15 - 30 minutes
_____ E. 30 - 45 minutes
_____ F. 45 - 60 minutes

(7) Prior to your planning activity, did the school provide you with materials such as lists of available courses, an outline to construct your plan, career planning materials, or other similar materials?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(8) As part of your individual planning process have you selected a tentative career goal which is on record at your school?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(9) If you have not selected a tentative career goal, why not?

_____ A. The subject never came up.
_____ B. My parents and I don't believe I am ready to select a tentative career goal.
_____ C. There was not enough information to do this.
_____ D. Other (Please comment): _____

_____

(10) Do you believe that the identification of a tentative career goal is useful for someone at your grade level?

_____ A. Yes
_____ B. No
_____ C. Not sure

(11) Were the results of any of the tests you have taken in school discussed and used as a part of your individual education planning conference?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(12) Did the individual educational planning you participated in help you select an educational program which met your needs?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(13) To what extent were you able to actually register for the courses and activities you selected as part of your planning process?

_____ A. I got almost all the courses I identified in the individual planning process.
_____ B. I got most of the courses I identified.
_____ C. I got very few of the courses I identified.
_____ D. Do not have an individual planning process at our school.

(14) Did your individual planning experience assist you in becoming more aware of the courses available at your school and what courses you would need to take to prepare for later education or a vocation?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

In your opinion, how helpful would each of the following be in assisting you to construct an individual educational plan. (Use the scale below to rate the helpfulness of each item by writing in the box a number from the scale.)

SCALE

4 - Very Helpful
3 - Somewhat Helpful
2 - Not too Helpful
1 - Not Helpful at All

(15) [ ] Students meeting personally with a teacher or a counselor.

(16) [ ] Students and parents meeting with a teacher or a counselor.

(17) [ ] Talking about educational plans in a regular class.

(18) [ ] Students meeting in small groups with a counselor or teacher as an advisor.

(19) [ ] Having materials sent home by the school to discuss with parents so that a plan may be constructed and send a copy to the school.

(20) Overall, how would you rate the effectiveness of the individual education planning program in your school?

_____ A. Extremely effective, it was very helpful to me.
_____ B. Effective, rather helpful.
_____ C. Moderately effective.
_____ D. Not really effective, of little help.
_____ E. Totally ineffective
_____ F. Do not have an individual planning process at our school.

(21) What grade are you in presently?

_____ A. 8th grade
_____ B. 9th grade
_____ C. 10th grade
_____ D. 11th grade
_____ E. 12th grade

(22) Are you?

_____ A. Male
_____ B. Female

(23) How would you describe your high school program?

_____ A. College preparatory
_____ B. Vocational
_____ C. Business
_____ D. General
_____ E. Not sure

(24) How long have you lived in this school district?

_____ A. Less than one term
_____ B. 1 - 5 years
_____ C. 6 or more years

(25) What school do you presently attend? _____

(26) Listed below are some possible areas of an individual student planning process. First please check those areas which are part of the process in your school. Secondly, rate all the areas as to their importance, whether or not they are part of your school's program.

A. Please check those areas which are presently part of the individual planning process in your school.	Area	B. How important is each area for the individual planning process?				
		Extremely	Very	Moderately	Slightly	Of No Importance
_____	A. Identifying a tentative career goal	( )	( )	( )	( )	( )
_____	B. Reviewing graduation requirements	( )	( )	( )	( )	( )
_____	C. Examining the school's course offerings	( )	( )	( )	( )	( )
_____	D. Reviewing student academic test information and academic progress to date	( )	( )	( )	( )	( )
_____	E. Deciding on a basic high school program (college preparatory, business, vocational, etc.)	( )	( )	( )	( )	( )
_____	F. Preparing a list of specific classes to be taken	( )	( )	( )	( )	( )
_____	G. Discussing college entrance requirements or beginning job requirements	( )	( )	( )	( )	( )
_____	H. Identifying extra-curricular activities available at the school	( )	( )	( )	( )	( )
_____	I. Discussing community resources which could be used to further the student's education (e.g. "on the job" vocational training, college courses for secondary students, etc.)	( )	( )	( )	( )	( )
_____	J. Discussing social/personal adjustment	( )	( )	( )	( )	( )
_____	K. Discussing student interests (career and vocational)	( )	( )	( )	( )	( )

SECTION Ii

(1) How has the individual planning process at your school helped you?

(2) What problems does the planning process in your school have (if any)?

(3) What is your idea of an ideal individual education planning process for you in your school?

UTAH STATE OFFICE OF EDUCATION

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		Karl Shisler

Dr. G. Leland Burningham
State Superintendent of Public Instruction

October 28, 1982

Dear Parent:

The Utah State Board of Education is committed to an educational system which meets the needs of each student. The Board feels that schools should try to develop the full potential of each individual. In an effort to encourage more attention to individual student needs, the Board adopted more flexible graduation requirements in 1977. In addition, the Board required that every student in grades 7 through 12 be given the opportunity to select a tentative career goal and develop an Individual Plan. This plan is to be developed cooperatively by the student, school personnel, and parents.

At this time, the State Board and the Office of the State Superintendent would like to learn more about the impact of the Individual Plan requirement. Through a process of random selection, your name was selected to respond to this questionnaire. It is important that you answer the questions as completely as you can. Your answers will not reflect on any individual school or district. Please describe your own experiences with and your attitudes toward the individual planning procedure at your student's school. Your answers will help to improve this program in future years.

The questionnaire will only require about ten minutes of your time to complete. Please complete the questionnaire and have your student rerurn it to the school as soon as possible. Your willingness to participate in this important study is greatly appreciated.

Sincerely,

G. Leland Burningham
State Superintendent
of Public Instruction

/cdj

250 East 500 South • Salt Lake City, Utah 84111 • Telephone: (801) 533-5431

PLANNING FOR INDIVIDUAL STUDENT PROGRAMS
Parent Form

This form contains several questions which ask about your experiences in helping your student in working through an individual planning process in your school designed to identify courses he or she might take, a tentative career goal, and possibly other matters related to his or her education. These could be activities beyond simple registration procedures. In most cases you can complete this form by simply making a check mark in the appropriate space. Your answers are important to help educators improve the individual planning process for all students.

(1) During the past school year, in addition to simply signing up for classes, did you participate in any individual educational planning activities in which your student received help from the school in examining what courses might be appropriate, identifying specific courses he or she would be taking, and discussing or identifying a tentative career goal?

_____ A. Yes
_____ B. No
_____ C. Not sure

(2) Who was involved in the individual planning process? (Please check all which apply.)

_____ A. Myself
_____ B. A counselor
_____ C. A teacher or teacher advisor
_____ D. Student
_____ E. A principal or assistant principal
_____ F. Do not have an individual planning process at our school.

(3) How did the individual planning procedure work? (Please check all which apply.)

_____ A. My student met personally with a teacher or counselor.
_____ B. There was a meeting in which my student and myself met with a counselor or teacher to discuss my student's educational plan.
_____ C. We did not meet individually with a counselor or teacher, but an individual plan was discussed in a small group by a teacher or counselor.
_____ D. Planning materials were provided by a teacher or a counselor to take home and discuss with parents.
_____ E. The school mailed materials to our home to help with an individual plan and we returned these to the school after completing a plan.
_____ F. Other, please describe: _____
_____
_____ G. Do not have an individual planning process at our school.

(4) How did you participate in your student's individual planning conference?

_____ A. I met with my student to help design a plan along with a teacher or a counselor.
_____ B. I talked about a plan with my student but we did not actually meet with a counselor or teacher at the school.
_____ C. I received materials from the school, but we didn't actually discuss them much.
_____ D. I was not involved in my student's individual planning activity at all.
_____ E. Do not have an individual planning process at our school.

(5) If you had a conference at the school to discuss your student's individual plan, how much time was allowed for the conference?

_____ A. 5 minutes
_____ B. 10 minutes
_____ C. 15 minutes
_____ D. 15 - 30 minutes
_____ E. 30 - 45 minutes
_____ F. 45 - 60 minutes
_____ G. Do not have an individual planning process at our school.

(6) How long would you have liked to have spent in working through your students individual education plan?

_____ A. 5 minutes
_____ B. 10 minutes
_____ C. 15 minutes
_____ D. 15 - 30 minutes
_____ E. 30 - 45 minutes
_____ F. 45 - 60 minutes

(7) Prior to your planning activity, did the school provide you with materials such as lists of available courses, an outline to construct your plan, or similar materials?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(8) As part of your individual planning process has your student selected a tentative career goal which is on record at your school?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process our our school

(9) If your student has not selected a tentative career goal, why not?

_____ A. The subject never came up.
_____ B. We don't believe our student is ready to select a tentative career goal.
_____ C. There was not enough information to do this.
_____ D. Other (please comment): _____

_____

(10) Do you believe that the identification of a tentative career goal is useful for someone at your student's grade level?

_____ A. Yes
_____ B. No
_____ C. Not sure

(11) Were the results of any of the tests your student has taken in school discussed and used as part of the individual education planning conference?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(12) Did the individual educational planning your student participated in help him or her select an educational program which met his or her needs?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(13) To what extent was your student able to actually register for the courses and activities selected as part of the planning process?

_____ A. My student got almost all the courses identified in the individual planning process.
_____ B. My student got most of the course identified.
_____ C. My student got very few of the courses identified.
_____ D. Do not have an individual planning process at our school.

(14) Did your individual planning experience assist you and your student in becoming more aware of the courses available at your school and what courses he or she would need to take to prepare for later education or a vocation?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

In your opinion, how helpful would each of the following be in assisting you to construct an individual educational plan. (Use the scale below to rate the helpfulness of each item by writing in the box a number from the scale.)

SCALE

4 - Very Helpful
3 - Somewhat Helpful
2 - Not Too Helpful
1 - Not Helpful at All

(15) /__/ Students meeting personally with a teacher or a counselor.

(16) /__/ Students and parents meeting with a teacher or a courselor.

(17) /__/ Students talking about educational plans in a regular class.

(18) /__/ Students meeting in small groups with a counselor or teacher as an advisor.

(19) /__/ Having materials sent home by the school to discuss with parents so that a plan may be constructed and send a copy to the school.

(20) Overall, how would you rate the effectiveness of the individual education planning program in your school?

_____ A. Extremely effective, it was very helpful to my student.
_____ B. Effective, rather helpful.
_____ C. Moderately effective.
_____ D. Not really effective, of little help.
_____ E. Totally ineffective
_____ F. Do not have an individual planning process at our school.

(21) Do you believe requiring an individual student plan for all students is a good idea?

_____ A. Yes
_____ B. No
_____ C. Not sure

(22) What grade is your student in presently?

_____ A. 8th grade
_____ B. 9th grade
_____ C. 10th grade
_____ D. 11th grade
_____ E. 12th grade

(23) How would you describe your student's high school program?

_____ A. College preparatory
_____ B. Vocational
_____ C. Business
_____ D. General
_____ E. Not sure

(24) How long have you lived in this school district?

_____ A. Less than one term
_____ B. 1 - 5 years
_____ C. 6 or more years

(25) What school does your student presently attend? _____

(26) Listed below are some possible areas of an individual student planning process. First please check those areas which are part of the process in your school. Secondly, rate all the areas as to their importance, whether or not they are part of your school's program.

A. Please check those areas which are presently part of the individual planning process in your school.	Area	B. How important is each area for the individual planning process?				
		Extremely	Very	Moderately	Slightly	Of No importance
_____	A. Identifying a tentative career goal	( )	( )	( )	( )	( )
_____	B. Reviewing graduation requirements	( )	( )	( )	( )	( )
_____	C. Examining the school's course offerings	( )	( )	( )	( )	( )
_____	D. Reviewing student academic test information and academic progress to date	( )	( )	( )	( )	( )
_____	E. Deciding on a basic high school program (college preparatory, business, vocational, etc.)	( )	( )	( )	( )	( )
_____	F. Preparing a list of specific classes to be taken	( )	( )	( )	( )	( )
_____	G. Discussing college entrance requirements or beginning job requirements	( )	( )	( )	( )	( )
_____	H. Identifying extra-curricular activities available at the school	( )	( )	( )	( )	( )
_____	I. Discussing community resources which could be used to further the student's education (e.g. "on the job" vocational training, college courses for secondary students, etc.)	( )	( )	( )	( )	( )
_____	J. Discussing social/personal adjustment	( )	( )	( )	( )	( )
_____	K. Discussing student interests (career and vocational)	( )	( )	( )	( )	( )

SECTION II

(1) How has the individual planning process at your school helped your student?

(2) What problems does the planning process in your school have (if any)?

(3) What is your idea of an ideal individual education planning process for your school?

UTAH STATE OFFICE OF EDUCATION

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Dr. G. Leland Burningham
State Superintendent of Public Instruction

October 28, 1982

Dear Educator:

The Utah State Board of Education is committed to an educational system which meets the needs of each student. The Board feels that schools should try to develop the full potential of each individual. In an effort to encourage more attention to individual student needs, the Board adopted more flexible graduation requirements in 1977. In addition, the Board required that every student in grades 7 through 12 be given the opportunity to select a tentative career goal and develop an Individual Plan. As you know, this plan is to be developed cooperatively by the student, school personnel, and parents.

At this time, the State Board and the Office of the State Superintendent would like to learn more about the impact of the Individual Plan requirement. The principal, and one of the school counselors from each secondary school are being asked to respond to this questionnaire. Through a process of random selection, a small number of teachers in each school is also being asked to respond. It is important that you answer the questions as completely as you can. Your answers will not reflect on any individual school or district. Please describe your own experiences with and attitudes about the Individual Plan procedure at your school. Your answers will help to improve this program in future years.

The questionnaire will only require about ten minutes of your time to complete. Please return the completed questionnaire to the school principal as soon as possible. Your willingness to participate in this important study is greatly appreciated.

Sincerely,

G. Leland Burningham

G. Leland Burningham
State Superintendent
of Public Instruction

/cdj

250 East 500 South • Salt Lake City, Utah 84111 • Telephone: (801) 533-5431

PLANNING FOR INDIVIDUAL STUDENT PROGRAMS
Administrator/Teacher/Counselor Form

This form contains questions about your experiences in working through an individual planning process in your school designed to identify courses students might take, a tentative career goal, and possibly other matters related to their education. These would be activities beyond simple registration procedures. In most cases you can complete this form by simply making a check mark in the appropriate space. Your answers are important to help educators improve the individual planning process for all students.

(1) During the past school year, in addition to simple registration activities, did your school participate in any individual educational planning activities which assisted your students in examining what courses might be appropriate for them, identifying specific courses they would be taking, and discussing or identifying a tentative career goal?

_____ A. Yes
_____ B. No
_____ C. Not sure

(2) Who was involved in the individual planning process? (Please check all which apply.)

_____ A. Students
_____ B. Counselors
_____ C. A teacher or teacher advisor
_____ D. Parents
_____ E. A principal or assistant principal
_____ F. Do not have an individual planning process at our school.

(3) How did the individual planning procedure work? (Please check all which apply.)

_____ A. Student met individually with a teacher or a counselor.
_____ B. There was a meeting in which parents and students met with a counselor or teacher to discuss an individual educational plan.
_____ C. Students did not meet individually with a counselor or teacher, but an individual plan was discussed in a small group or class by a teacher or a counselor.
_____ D. Students were provided with planning materials by a teacher or a counselor to take home and discuss with parents.
_____ E. The school mailed materials to their home to help students with an individual plan, and they returned these to the school after completing a plan.
_____ F. Other, please describe: _____

_____

_____ G. Do not have an individual planning process at our school.

(4) How did parents participate in your student individual planning program?

_____ A. Parents met with students to help design a plan along with a teacher or a counselor.
_____ B. Students talked about plans with parents but parents did not meet with staff at the school.
_____ C. Parents received materials from the school but did not have any additional involvement.
_____ D. Parents were not involved in the individual planning activity.
_____ E. Do not have an individual planning process at our school.

(5) If you had a conference at the school to discuss individual student plans, how much time was allowed for the conference for each student?

_____ A. 5 minutes
_____ B. 10 minutes
_____ C. 15 minutes
_____ D. 15 - 30 minutes
_____ E. 30 - 45 minutes
_____ F. 45 - 60 minutes
_____ G. Do not have an individual planning process at our school.

(6) How long would you have liked to have spent in working through student individual education plans for each student?

_____ A. 5 minutes
_____ B. 10 minutes
_____ C. 15 minutes
_____ D. 15 - 30 minutes
_____ E. 30 - 45 minutes
_____ F. 45 - 60 minutes

(7) Prior to your planning activity, did the school provide students and parents with materials such as lists of available courses, an outline to construct a plan, or other similar materials?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(8) As part of your individual planning process, do students select a tentative career goal which is on record at the school?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(9) At what grade level do you believe that the identification of a tentative career goal is useful? (Mark earliest grade level appropriate)

_____ A. 8th grade
_____ B. 9th grade
_____ C. 10th grade
_____ D. 11th grade
_____ E. 12th grade
_____ F. Not sure

(10) Are the results of any of the tests students have taken in school discussed and used as part of your individual education planning conference?

_____ A. Yes
_____ B. No
_____ C. Not sure
_____ D. Do not have an individual planning process at our school.

(11) Which tests are used in this process? (Mark all which apply.)

_____ A. Standardized achievement tests
_____ B. Ability tests (GATB, DAT, etc.)
_____ C. Interest tests
_____ D. Competency tests
_____ E. Other: _____

_____

_____

In your opinion, how helpful would each of the following be in assisting you to construct an individual educational plan. (Use the scale below to rate the helpfulness of each item by writing in the box a number from the scale.)

SCALE

4 - Very Helpful
3 - Somewhat Helpful
2 - Not too Helpful
1 - Not Helpful at All

(12) /__/ Students meeting personally with a teacher or a counselor.

(13) /__/ Students and parents meeting with a teacher or a counselor.

(14) /__/ Students talking about educational plans in a regular class.

(15) /__/ Students meeting in small groups with a counselor or teacher as an advisor.

(16) /__/ Having materials sent home by the school to discuss with parents so that a plan may be constructed and send a copy to the school.

(17) Overall, how would you rate the effectiveness of the individual education planning program in your school?

_____ A. Extremely effective, it was very helpful to students.
_____ B. Effective, rather helpful.
_____ C. Moderately effective.
_____ D. Not really effective, or little help.
_____ E. Totally ineffective.
_____ F. Do not have an individual planning process at our school.

(18) Do you feel you presently possess the necessary training and skills to assist students and parents in developing an individual education plan for each student?

_____ A. All necessary skills
_____ B. Most necessary skills
_____ C. Some necessary skills
_____ D. Few necessary skills
_____ E. None

(19) What additional training or resources do you need to play an effective role in helping students with the individual planning process? (Mark all which apply.)

_____ A. None
_____ B. Specific formats and guidelines for the planning process
_____ C. Training in counseling and interviewing techniques.
_____ D. Additional school time dedicated to this procedure.
_____ E. Better student information (such as a wide range of test scores.)
_____ F. Better understanding of the purpose of the individual plan.
_____ G. Other: _____

_____

_____

_____

(20) What is your position?

_____ A. Teacher
_____ B. Counselor
_____ C. Administrator

(21) District: _____ School: _____

(22) Listed below are some possible areas of an individual student planning process. First please check those areas which are part of the process in your school. Secondly, rate all the areas as to their importance, whether or not they are part of your school's program.

A. Please check those areas which are presently part of the individual planning process in your school.	Area	B. How important is each area for the individual planning process?				
		Extremely	Very	Moderately	Slightly	Of No Importance
_____	A. Identifying a tentative career goal	( )	( )	( )	( )	( )
_____	B. Reviewing graduation requirements	( )	( )	( )	( )	( )
_____	C. Examining the school's course offerings	( )	( )	( )	( )	( )
_____	D. Reviewing student academic test information and academic progress to date	( )	( )	( )	( )	( )
_____	E. Deciding on a basic high school program (college preparatory, business, vocational, etc.)	( )	( )	( )	( )	( )
_____	F. Preparing a list of specific classes to be taken	( )	( )	( )	( )	( )
_____	G. Discussing college entrance requirements or beginning job requirements	( )	( )	( )	( )	( )
_____	H. Identifying extra-curricular activities available at the school	( )	( )	( )	( )	( )
_____	I. Discussing community resources which could be used to further the student's education (e.g. "on the job" vocational training, college courses for secondary students, etc.)	( )	( )	( )	( )	( )
_____	J. Discussing social/personal adjustment	( )	( )	( )	( )	( )
_____	K. Discussing student interests (career and vocational)	( )	( )	( )	( )	( )

(23) In your opinion, how effective has the individual student planning process in your school been in each of the following areas?

Area	How effective has the Individual Planning Process been in each area?				
	Extremely	Very	Moderately	Slightly	Not Effective
A. Improving parent-school relations	( )	( )	( )	( )	( )
B. Improving student teacher understanding and rapport	( )	( )	( )	( )	( )
C. Enhancing student motivation	( )	( )	( )	( )	( )
D. Diagnosing student strengths and weaknesses	( )	( )	( )	( )	( )
E. Preparing students for college or a vocation	( )	( )	( )	( )	( )
F. Changing the school curriculum to become more responsive to student needs	( )	( )	( )	( )	( )
G. Helping students make better informed decisions about course selection	( )	( )	( )	( )	( )
H. Alerting teachers to individual student differences and meeting individual needs	( )	( )	( )	( )	( )
I. Enhancing the work of counselors	( )	( )	( )	( )	( )
J. Promoting better educational use of community resources	( )	( )	( )	( )	( )

SECTION II

(1) How has the individual planning process at your school helped students?

(2) What problems does the planning process in your school have (if any)?

(3) What is your idea of <u>an ideal</u> individual education planning process for your school?

APPENDIX B

UTAH STATE OFFICE OF EDUCATION

UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION

UTAH STATE BOARD OF EDUCATION

Jay A. Monson *Chairman*	Jesse Anderson	Erma J. Christensen
	Lila B. Bjorklund	Rodney L. Dahl
Neola Brown *Vice-Chairman*	Joan Burnside	Rees B. Denham
	A. Glenn Christensen	John P. Redd
		Karl Shisler

Dr. G. Leland Burningham
State Superintendent of Public Instruction

November 9, 1982

Dear Principal:

The Utah State Office of Education is conducting a comprehensive study of the implementation of the State Board requirement of an Individual Plan for all secondary students. Please find attached a letter and a brief fact sheet about the study which was earlier sent to all district superintendents. The sample is designed to be representative of the entire state. Thus a given school will have a small number of respondents. No reporting on individual school information will be done.

We have attempted to organize the study for both minimal sample size and ease of administration. We are asking principals to distribute and collect the questionnaires from teachers and the counselor. Teachers will be responsible for distributing and collecting the questionnaires from students and parents.

Please find enclosed questionnaires to be used with three (3) different respondent groups. The buff-colored questionnaires are for yourself, a counselor, and randomly selected teachers. The white questionnaires are for randomly selected students and the green questionnaires are to be answered by the parents of randomly selected students.

You will note that the questionnaires are separated into four packages. The first package, attached to this letter, contains two buff-colored questionnaires. One is to be completed by you, and the other is to be completed by a counselor of your choice who is familiar with the school's Individual Plan program. A Questionnaire Completion Checklist, has also been enclosed for your convenience, to assure that all materials are being returned.

The other three packages are for distribution to three teachers which are to be randomly selected. Because the data for this study is dependent upon a small random selection of respondents, it is important that you select the three teachers and complete the other steps as follows:

1) Select the first, middle, and last teacher from an alphabetical listing of the teachers who teach a first period class. Only teachers of 10th, 11th, and 12th grade students should be included. Teachers are to be selected without regard to sex or subject matter being taught. You will

H-M

Please reply to:
OFFICE OF CURRICULUM AND INSTRUCTION
Bruce Griffin · Associate Superintendent
250 East 500 South · Salt Lake City, Utah 84111 · Telephone: (801) 533-5431

note that the teachers are being provided with instructions for the random selection of students and parents to respond to the questionnaire.

2) Please hand the teacher-packets to the teachers selected, using the above procedure, as quickly as possible.

3) Complete your questionnaire, and collect those to be returned by the selected counselor and teachers (including student and parent forms) as soon as possible.

4) Please complete the enclosed Questionnaire Completion Checklist to assure all materials are being returned and return them in the self-addressed return envelope. Return of the questionnaires by November 24, 1982, would be sincerely appreciated. If you have any questions call Lynn Jensen at 533-6091 or David Nelson at 533-5888.

Thank you for your assistance with this important study.

Sincerely,

Bruce Griffin
Associate Superintendent
Office of Curriculum
and Instruction

/ars

P.S. Please note that one copy of each of the three questionnaires has been enclosed in the event someone loses one of the forms. If the extra copies are not needed, please keep for your own use or discard.

H-M

APPENDIX C

UTAH STATE OFFICE OF EDUCATION

UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION

UTAH STATE BOARD OF EDUCATION

Jay A. Monson, *Chairman*	Jesse Anderson	Erma J. Christensen
Neola Brown, *Vice-Chairman*	Lila B. Bjorklund	Rodney L. Dahl
	Joan Burnside	Ross B. Denham
	A. Glenn Christensen	John P. Redd
		Karl Shisler

Dr. G. Leland Burningham
State Superintendent of Public Instruction

November 9, 1982

Dear Teacher:

The Utah State Office of Education is conducting a comprehensive study of the implementation of the State Board requirement of an Individual Plan for all secondary-aged students. We have designed the study for both ease of administration and minimal sample size. Through a process of random selection carried out by the principal, you and other teachers in your school have been selected to answer the questionnaire for teachers and to follow a process for selecting two students (grades 10 through 12) to answer the student questionnaires, and two students (grades 10 through 12) to take the parent questionnaires home for parent response and return to you.

Please find attached the following: A) One buff-colored questionnaire to be completed by yourself; B) two white questionnaires to be completed by students selected by a random selection process; and C) two green questionnaires to be completed by the parents of two students selected from a random selection process.

Because the representativeness of this study is dependent upon a small random sample of respondents, it is important that you select the four students for participation in the following way:

A. Using an alphabetical listing of the 10th through 12th grade students in your first period class, count the number of students in the class.

B. Divide the number of students enrolled by four. (Example- If the class contains 31 students, four will go into 31 seven times disregarding any remainder.) The first four multiples of the number we obtained are 7, 14, 21, and 28.

C. Identify the 7th, 14th, 21st, and 28th students on the role.

D. Assign the 7th and 21st student to complete the white student questionnaire.

E. Assign the 14th and 28th student to take the green parent questionnaire home and return it the next day.

4

Please reply to:
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Bruce Griffin · Associate Superintendent
250 East 500 South · Salt Lake City, Utah 84111 · Telephone: (801) 533-5431

F. After you have completed your questionnaire (buff), and collected two student questionnaires (white), and the two parent questionnaires (green), return them as quickly as possible to the principal.

NOTE:

The above procedure should be applied regardless of the number of students in the class. (For example, if the class contains 24 students, you would divide four into 24 and obtain an answer of six.) The first four multiples of this number are 6, 12, 18, and 24. Again, the 6th and 18th students would be assigned to answer the student questionnaire and the 12th and 24th student would be assigned to take the parent questionnaire home for response and return to you. In the event of a very small class (i.e. less than eight students), use your judgement in randomly selecting students for the study.

The sample is designed to be representative of the entire state. Thus a given school will have a small number of respondents. No reporting on individual school information will be done.

Teachers with classes containing students below the 10th grade should note that the study design excludes these students from this portion of the study. If your first period class contains only students below the 10th grade, see the principal. If one or more of the students selected is in a grade below the 10th grade, just move down to the next student who is in 10th grade or above. While some adjustments may be necessary in selecting students to participate in the study, it is important that you be as objective as possible in selecting a random sample. Students should be selected without regard to sex or academic achievement.

Thanks for your assistance with this important student.

Sincerely,

Bruce Griffin

Bruce Griffin
Associate Superintendent
Office of Curriculum
and Instruction

/cdj

Enclosures